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THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES • UtahStateUniversity

LIBERALIS

freedom to think, discover, and create

WINTER 2015

**BUILDING
BRIDGES**
SPECIAL EDITION

AMERICAN DREAMER

Dr. Mehdi Heravi, scholar,
author, philanthropist,
and USU CHaSS graduate

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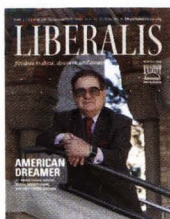
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COVER PHOTO: Dr. Mehdi Heravi on the north steps of Old Main on the campus of Utah State University. Photograph by Donna Barry, University Photographer.

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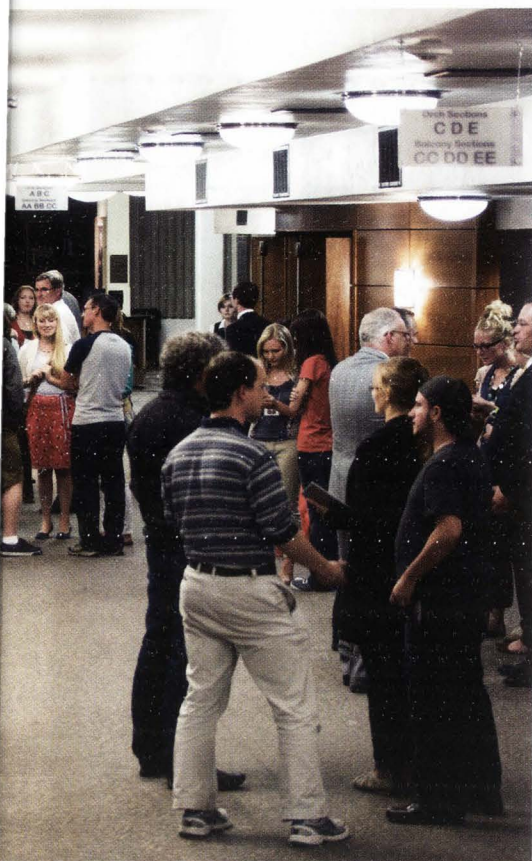
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A MESSAGE FROM DEAN JOHN C. ALLEN



GREETINGS FROM OLD MAIN ON THE CAMPUS OF UTAH STATE UNIVERSITY.

As I write, finals are concluding on campus and both faculty and students are looking forward to a short break before returning to classes and research. In this issue of *Liberalis*, you will see a college on the move. In the College of Humanities and Social Sciences, we work every day to provide the highest quality education for our students, both inside and outside the classroom. In addition, the research and other works generated by CHaSS scholars continue to meaningfully address the issues facing society today as well as those looming in the future. We are very proud to play a core role in the education of all Utah State University students.

This issue highlights one of our graduates, Dr. Mehdi Heravi, as an example of the kind of impact a CHaSS education has on the lives of our students. He was an active USU student who grew into an exceptional academic and university administrator. His many and varied experiences eventually led him to the life of philanthropy he now leads. Dr. Heravi's generous support of our college is very humbling to me and will deeply impact CHaSS for decades to come. His story models the values of our faculty and students.

This edition of *Liberalis* also introduces several new CHaSS assistant professors recently added to the outstanding faculty already working in our college. We are truly hiring some of the very best scholar-teachers in the nation. Their enthusiasm and dedication are infectious as they bring new teaching pedagogies and areas of scholarship along with ways to link scholarship and teaching to best prepare

future leaders. Although many other universities sought their knowledge and skills, our new faculty members selected USU and CHaSS because we value the balance between high quality teaching and research. These scholars are our future and, with their growing leadership capacity, we have a very bright future indeed.

Because the world is now globally connected, CHaSS is expanding areas of research and teaching to include a curriculum that explores both international and domestic issues. I sincerely believe that interdisciplinary work will solve many world problems. Therefore, we recently launched an international student-centered research, education, and service initiative that creates teams of faculty and students who will go abroad to study, conduct research, and engage in humanitarian efforts.

While CHaSS has expanded its global reach and influence, we also maintain a solid grounding in the western United States. An example of scholarship focusing on the West is this edition's article "Rocks of Ages." This piece highlights the work of Professor Steven Simms (archeology) and his collaborator Professor Joel Pederson (geology) whose research helps modern people understand how societies adapt and change over time.

Our students also continue to have great opportunities as a result of generous support from donors. CHaSS development priorities are:

- Student scholarships
- Student opportunities
- Student facilities

I invite you to join us in supporting one or more of these three priorities as we continue to provide new opportunities for our students. No gift is too small, and your donation will provide life-changing experiences for our deserving students.

This is an exciting time for the College of Humanities and Social Sciences. We are adapting to changing student and employer demands while continuing to provide an educational foundation that will last a lifetime. Our faculty members are dedicated, our students energetic and eager to learn, and our alumni continually supportive of the CHaSS vision and the work we do here at USU. The College of Humanities and Social Sciences is a very special place to work and learn, and I believe strongly it is on par with the greatest institutions in the country. Thank you for your support. I wish you the very best in 2015.

A handwritten signature in black ink, reading "John C. Allen". The signature is fluid and cursive, with a large, sweeping "J" and "A".

JOHN C. ALLEN, DEAN

EDITOR'S NOTE



THE STUDENTS I SEE EACH DAY walking across the Utah State University campus are the same students who walked here a few decades ago when I was a student, a half century ago when my father attended, and years before that when his mother received her degree here.

Today's students are fresh-faced in a way that radiates eagerness while at the same time absorbing everything offered to them as college students. Yes, the names and circumstances, the families and the histories are different; but the young men and women scurrying to class,

studying in hallways and fairly bursting with new and exciting information in 2015 are in so many ways identical to the students who did those exact same things 30, 50, and 100 or more years ago.

The nature of institutions of higher education such as Utah State University is both perpetual and ever-changing. For me, returning to campus as communications director for the College of Humanities and Social Sciences many years after graduating as a history major here offers comforting consistencies and obvious differences. Students still gather in the hallways, but now group near electrical outlets where they can readily recharge cell phones and computers. Many classes are full to the point of bursting, but online courses allow for even more students and provide greater flexibility while also easing the burden on physical classroom space. New structures are being built, yet Old Main still looks out over a familiar, symmetrical quad.

In short, the College of Humanities and Social Sciences and Utah State University not only embody the best of the past, the present, and the future, but also understand the value of each and operate with respect for all three.

As the new editor of *Liberalis*, it is my goal to provide a continued connection to CHaSS and USU for all alumni through reminders of past glories, highlights of present accomplishments, and exploration of future plans.

Along the way, I hope to engage all *Liberalis* readers through compelling articles, interesting information, and vibrant photography and graphic art. Ideas, comments, and suggestions are always welcomed and appreciated. Please send correspondence to liberalis@usu.edu. Please also visit the CHaSS website at chass.usu.edu and 'like' our Facebook page.

Both *Liberalis* and I are here to keep you connected to and engaged with your alma mater. I am thrilled to be back on the campus of Utah State University and look forward to hearing from others who share my love for CHaSS, USU, and the amazing city of Logan, Utah.

Happy New Year from Cache Valley.

KRISTIN MIDDAGH, EDITOR

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Advocate: Political Science

NEW FACULTY MEMBERS

A SOLID HALF-DOZEN NEW ASSISTANT PROFESSORS were welcomed to USU's College of Humanities and Social Sciences in the 2014-15 school year. Dean John C. Allen noted the diversity, teaching skill, and academic record of all the new educators who he believes continue to build on a CHaSS faculty that is recognized as outstanding among their peers both nationally and internationally.

"We are honored to welcome these scholar-teachers to our ranks," Dean Allen said. "They will lead us to the future and I am convinced it will be a positive future." New CHaSS assistant professors include:



JARED COLTON: ASSISTANT PROFESSOR, ENGLISH

PhD: Clemson University

Areas of Research: Professional and technical writing, including the intersections of rhetoric, ethics, and politics within professional and technical communication

Quote: "I chose Utah State University because communicating and enacting a supportive environment seemed a top priority of administrators and faculty members. During the interview process, I felt wanted and needed, and my new USU colleagues have continued to make me feel at home through the initial stages of my time here at USU."

"I first saw Logan in December, and it was cold and gray. However, when I revisited during a house hunt in the spring, I saw how beautiful Logan is. My wife, Ashley, and three daughters — Olivia, Lucy, and Greta — accompanied me to Logan and are thriving. We're really excited to be here!"



FRANCOIS DENGAH: ASSISTANT PROFESSOR, SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

PhD: University of Alabama

Area of Research: Cultural determinants of health among Brazilian Pentecostals and virtual world denizens

Quote: "The thing that has impressed me most during my first semester at Utah State is the exceptional character of the undergraduate students. Throughout my career, I have tried to find ways to involve students in experiential learning and undergraduate research, often through extracurricular labs and groups. I was hoping to continue this at Utah State University, but was unsure of the response and interests this proposed research group would receive. These fears were completely unfounded—students were not only interested in conducting research, they were incredibly self-motivated and quick to learn new concepts. Now, the Collaborative Anthropological Research Laboratory has seasoned undergraduate researchers who will be recruiting new collaborators and designing the next phase of the religious gender role study, as well as the virtual cultures and health project. Overall, after growing up in Colorado, moving back to the Mountain West is like coming home. It's great to wake up to mountain vistas and to feel the crisp cold air of winter. I am enjoying the outdoor activities such as hiking, and I can't wait to ski after my time in the Deep South away from the snow."



JASON GILMORE: ASSISTANT PROFESSOR, LANGUAGES, PHILOSOPHY AND COMMUNICATION STUDIES

PhD: University of Washington

Area of Research: Global communication, national identity, political and public discourse

Quote: "I chose to take the job at USU for a number of reasons. First of all, I was immediately attracted to the Global Communication major in the LPCS department. A lot of people come out of their PhD programs and take jobs that only slightly fit who they are. This job was a perfect fit for me personally as well as my research and teaching interests. I get to focus all of my attention on global issues, and that is a perfect fit for me. Second, I was impressed by the true quality of people who make up the faculty of CHaSS and its departments. It is a professional, academic atmosphere with truly good people. Third, the student population is so well suited for the work I do. I am impressed on a daily basis by their diverse intercultural experiences and their hunger for more. Finally, I think the Global Communication program itself is such an interesting force to be reckoned with. It is the only one of its kind in the state and one of a choice few in the nation. It is really cool to be on the ground floor of something so unique."

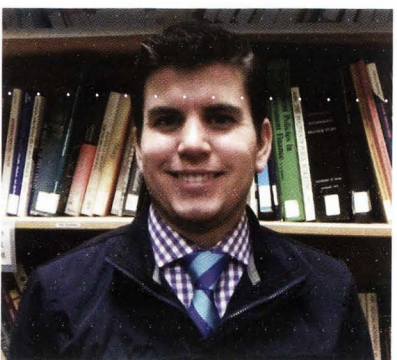


JENNIFER ROARK: ASSISTANT PROFESSOR, SOCIOLOGY, SOCIAL WORK AND ANTHROPOLOGY

PhD: University of Colorado, Boulder

Area of Research: Vulnerable populations within the criminal justice system

Quote: "My husband, Jonathan Kirby, is a wildlife biologist who works in the Mojave Desert with the desert tortoise. I have a 12-year-old daughter, Iris, and five-year-old son, Cash. We are also an intergenerational family. Grandma Diane lives with us. We love Logan. We came from just north of Boulder, Colorado. Spending the last decade looking at the Flatirons, I was almost sure I was not going to find a place as beautiful. Fortunately, Logan is more beautiful because the mountains are on both sides. My commute is breathtaking. We are most impressed with the people of Logan and the small town feel that it has. It is nice to be in a community where the kids do not need to lock their bikes, the school principal calls and asks how you are doing when you are having a bad day, and the neighbors snow-blow your walk without asking. Logan may not have the nightlife that a big city does, but Mayberry is just fine with us!"



ROBERT ROSS: ASSISTANT PROFESSOR, POLITICAL SCIENCE

PhD: University of Houston

Area of Research: American political and constitutional development

Quote: "Coming to Utah State University was very much like coming home. My wife and I both grew up in Idaho and went to school in Utah for our undergraduate degrees. Graduate school, however, took us to Chicago and Houston, far removed from our families and the mountains. We definitely loved our experiences living in those areas, but we were excited when the opportunity to return to Utah became available. Our family, especially our two kids (9-year-old son and 4-year-old daughter), has enjoyed returning to a smaller community and an area where outdoor activities are plentiful. Both personally and professionally, Logan and Utah State have been an ideal fit for me and my family." ■

LEONARD ROSENBAND: NANCY LYMAN ROELKER MENTORSHIP AWARD

Dr. Leonard Rosenband, professor of history in Utah State University's College of Humanities and Social Sciences, recently was announced as the recipient of the 2014 *Nancy Lyman Roelker Mentorship Award*. The award honors "teachers of history who taught, guided, and inspired their students in a way that changed their lives."

The honor is bestowed on a three-year cycle that rewards in turn, graduate mentors (including combined graduate and undergraduate teaching); secondary school teachers; and undergraduate mentors (both two- and four-year colleges), for which Rosenband won.

Former students speak of a passion for history brought into the classroom each and every day...unfailing. But Rosenband is humble about his ability to connect with students and make the long ago lives of historical figures become real and immediate to 21st century students.

"The only physical apparatus I use in the classroom is a map," he explained. "Otherwise I use my learning and the power of narrative. Narrative is the great strength that historians have at their disposal."

Rosenband, who received his PhD at Princeton University, began teaching at Utah State in 1983. For more than 30 years, he has taught an undergraduate *Survey of Western Civilization* course along with an undergraduate class on the French Revolution that has a continual waiting list. He also teaches senior and graduate seminars. Rosenband plans to retire at the end of this academic year.

"Professor Rosenband is an excellent example of a high caliber scholar/teacher," said John Allen, dean of USU's College of Humanities and Social Sciences. "He represents our continual goal to hire high quality scholars who have excellent teaching skills. We are very fortunate that Professor Rosenband chose USU to make his career." ■



MELODY GRAULICH: MARY C. TURPIE PRIZE



Melody Graulich, professor of English in Utah State University's College of Humanities and Social Sciences was this year's winner of the American Studies Association *Mary C. Turpie Prize*.

Established in 1993, the *Turpie Prize* honors a person who has demonstrated outstanding abilities and achievement in American Studies teaching, advising, and program development.

Graulich is a member of the American Studies Association and serves as president of the regional group, the Rocky Mountain American Studies Association. She has twice received WLA's *Delbert*

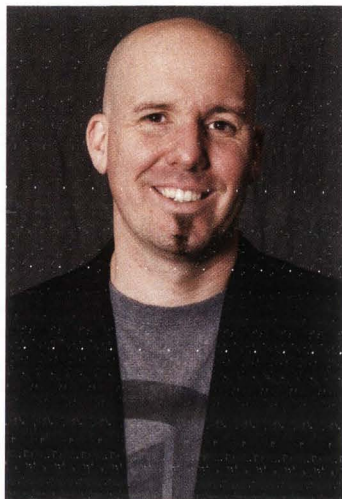
and *Edith Wylder Award for Longtime Service*, the only person to be so honored. She also received the *Susan Rosowski Award for Creative Teaching and Mentoring* in 2012.

"Ever since she arrived at Utah State in 1997, Melody has done more than any other faculty member I have worked with here or elsewhere to recruit promising American Studies graduate students, consult closely with them during their years at Utah State and help them move to the next phase of life," said colleague and USU Professor of English Paul Crumbley.

A distinguished scholar, Graulich is the author or editor of seven books, most recently *Dirty Words in Deadwood: Literature and the Postwestern*. She is the recipient of the *Delmont R. Oswald Research Grant* from Utah Humanities Council. Selected as editor of *Western American Literature* in 1997, Graulich came to Utah State University from the University of New Hampshire, where she held the *Class of 1938 Professorship for Excellence in Teaching*. ■

MATTHEW LAPLANTE: AAAS KAVLI SCIENCE JOURNALISM AWARD

Matthew LaPlante is an assistant professor of journalism in USU's College of Humanities and Social Sciences and a working journalist. Recently, LaPlante was honored as a 2014 AAAS Kavli Science Journalism Award winner.



LaPlante shared the award with his former student, Paul Christiansen, who co-authored their article *Devastated: The World's Largest Organism is in Utah — and It's Dying*, which won in the prestigious competition's "Small Newspaper — Circulation less than 100,000" category. The winning story documents "Pando's" struggle for survival in the face of boring insects, casually carved graffiti, infections, climate change, and more.

Pando is Latin for "I spread."

The name aptly describes and purposefully personifies a huge grove of genetically identical aspen woods that are in reality one organism linked through a massive interconnected root system that snakes its way under and through the more than 430,000 square meters of Utah's Sevier County soil.

The expanse of aspen "clones" is officially the world's largest living organism, one that is estimated to be somewhere in the ancient neighborhood of about 80,000-years-old.

"I'd like to think this project is an example of how to make science alluring — even romantic — without exaggerating the scope of the research, confusing our audience, or pandering to anyone," LaPlante said.

The American Association for the Advancement of Science — AAAS — is the largest general scientific society in the nation. The organization's Kavli Science Journalism Awards have been awarded since 1945 to "professional journalists for distinguished reporting for a general audience." ■

DIGITAL FOLKLORE PROJECT: DIGITAL TREND OF THE YEAR

Utah State University's College of Humanities and Social Science's Digital Folklore Project included a goal of tracking digital folklore trends such as urban legends, Internet memes, hashtags, vines, and more. It is housed within USU's Department of English and hosted by the Folklore Program and the Fife Folklore Archives in the Merrill-Cazier Library.

The project was spearheaded and co-founded by Jeannie Thomas, professor of folklore and English department head, and Lynne McNeill, director of online development. Their research team, made up of undergraduate and graduate students, assessed data to determine the inaugural award winner.

Announced December 15, #BlackLivesMatter was named as the 2014 Digital Trend of the Year. #BlackLivesMatter is a Twitter hashtag that gained popularity after the events of Ferguson, Missouri, where unarmed black teen Michael Brown was fatally shot by a white police officer. After a Staten Island grand jury's decision to acquit a white police officer accused of using a chokehold on Eric Garner, another unarmed black man who later died from his injuries, the hashtag became almost ubiquitous on Twitter, galvanizing protests and "die-ins" nationwide.

"Black Lives Matter became a home for personal experience narratives and a national conversation about race," said Dr. Jeannie B. Thomas, co-director of DFP. "Black Lives Matter captures an historic moment in American race relations."

Coming in at a tie for second place were the ALS Ice Bucket Challenge and #NotYourMascot. #NotYourMascot is a hashtag started by Native protestors to change the names of such athletics franchises as the Washington Redskins and Kansas City Chiefs, names that are considered by many to be racial slurs.

Other finalists included #GamerGate, Robin Williams visual memorials, #YesAllWomen, and #CelebGate2014.



PEG ARNOLD: RADIO ACTIVE



Peg Arnold, CHaSS' new general manager of Utah Public Radio

ALONG WITH NEW STUDENTS, new instructors and even some new curriculum, USU's College of Humanities and Social Sciences this fall welcomed a new general manager to Utah Public Radio. Peg Arnold has more than two decades of public radio experience and a passion for fundraising, both important attributes for someone at UPR's helm.

UPR is licensed to Utah State University and first graced the airwaves in 1953. Broadcasting 24 hours a day, seven days a week, 52 weeks a year, UPR supplies a mix of information, public affairs, and fine arts programming. Listeners hear UPR across Utah and in Southern Idaho via a network of six stations and 30 translators. More than half the population of Utah resides within the station and translator network coverage area.

Managing UPR is something of a daunting task, but Arnold is ready, willing, and very happy to accept the challenge.

Q: How did you get involved in public radio?

A: "I came to public radio like many others, through volunteering. I was an avid listener and volunteered at Wyoming Public Radio in Laramie when I was in grad school. They needed part-time help and the help turned into a part-time job and the part-time job turned into a full-time job. Suddenly, I saw a career shift. I was a history major who then turned to public radio. But I think of public radio as recording

history in the making. Public radio includes a lot of historical perspective. Even in my undergraduate years, I looked to public radio to build my awareness of many topics. It really broadened my horizons. That's what public radio does for people."

Q: Can you describe your public radio career path?

A: "After volunteering, I was in development at Wyoming Public Radio for about 14 years. I then moved to Wisconsin to take a job as general manager of WXPB Public Radio, which is in Rhinelander, Wisconsin, where I was just prior to this, so it's been about 20 years of involvement in public radio."

Q: What brought you to UPR?

A: "Well, it's an interesting story. One day I was archiving my email and this one email stuck. I tried to archive it and it stuck again. So, I tried a third time and it stuck a third time. So, I finally thought, 'Well, obviously this needs my attention. What is the universe trying to tell me?' I opened up the email and it was a posting about this position [UPR general manager]. I wasn't actively looking, but it was brought to my attention by technology.

"When I looked closely at the listing, there were a couple of things that interested me. There were management and public radio, both of which I love, so those parts fit. The

statewide network [at UPR] also is very similar to what I worked with in Wyoming, so this position was familiar in that sense. I also love the West. My history graduate degree was in the American West. My thesis for my master's was, believe it or not, about Ute trade in Utah and the Great Basin.

"The other part that I thought was interesting was the teaching component. I loved this idea of contributing to the next generation of multi-media journalists. It's so important that we prepare our students for anything, so there's print, video, radio, web, social media. All those things have to be learned so graduates can be competitive in the job market. The world of media has exploded and we need to be preparing people to do a multitude of things. We in radio aren't just 'in radio' anymore. We're print journalists. We're social media experts. We're photographers and videographers. We're doing so many things that weren't required even 10 years ago. That was interesting to me, to see a university interested in working to build that kind of a journalism program."

Q: What plans or ideas do you have for UPR?

A: "In public radio our first thought is always, 'How can we best serve our listeners? And how can we best serve our members? How can we grow? How can we make our service as important and viable and relevant for the people we serve?' This organization does amazing things in terms of engagement and community involvement. UPR will host StoryCorps in Vernal for the month of July 2015. Joe Palca, an NPR science correspondent, was on campus and did a number of events with students and the public. Paula Poundstone is coming in January. We have also invited public speaker and poet Janice Brooks from southern Utah to present her one-woman show, *Traveling Shoes*, February 5 at the Caine Performance Hall. So this station is doing those things very well. We're augmenting our programming, offering additional ways for people to enjoy what is the best of public radio. I'm looking at these good things the station is doing and then, we want to do more."

Q: How important is fundraising in your position and to UPR and public radio in general?

A: "It's huge [laughs]. But, I like fundraising. Really, fundraising is about people. It's about understanding people. It's about connecting with people. It's about serving people. Oftentimes, their donation, their gift, their contribution is in appreciation of that.

"So, it's similar to education in the sense of gathering everything we can that we think is wonderful and important and sharing it; then hopefully, people are willing to pay for that. Fundraising is always on our minds. There are entire

industries built around types of fundraising — direct mail, telemarketing, etcetera. But methods of fundraising are changing so dramatically right now that in 10 years things could be dramatically different. We don't really even understand yet what that could look like because technology is evolving so quickly. It's different and difficult, but that's what makes it fascinating."

Q: In this digital age, have you found people to be more willing to pay for quality journalism in the form of public radio memberships?

A: "It's a very interesting question in this era of blogs and opinions and social media where people are just acting as if they're reporters or journalists. It's part of our job to make sure that people understand what goes into journalism. That again taps into the education piece of this job in terms of training the next generation of journalists. But also, it's important to help everyone understand what is reliable journalism. It's a project we work on all the time.

"I was impressed that Utah State wants to advance in the area of journalism and build its journalism program. We have several interns here at UPR who are journalism and other majors and we employ some recent graduates. It's heartening to see their enthusiasm."

Q: Do you have a vision of the kinds of things you would like to do at UPR?

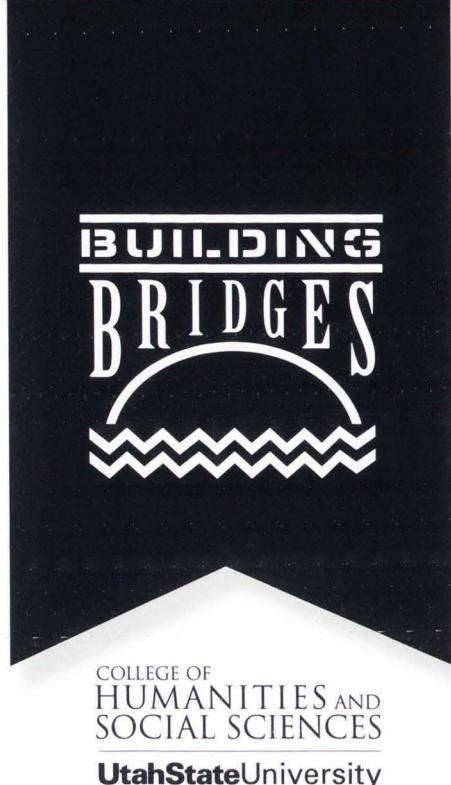
A: "Yes. First, building the strongest programming we can to serve our members and the state. That means making sure that our content is available on air, online, and on demand. It's also making sure that content is important to the community we serve. That's our mission. And, at the same time, being able to educate that next generation of journalists to be able to compete in this new world of multimedia."

Q: Had you been to Cache Valley before interviewing for the job and subsequently moving here?

A: "I lived in Wyoming long enough to have visited Utah several times, but not Cache Valley in particular, no. But, it's beautiful. I think that every day, walking through campus surrounded by mountains — just beautiful."

Q: How has your experience at USU and in CHaSS been thus far?

A: "Oh wonderful, absolutely wonderful! It's so beautiful here and everyone has been great, very helpful, open and welcoming, all very good things." ■



BUILDING BRIDGES TO EVERYWHERE

*Ralph Ellison, American scholar, literary critic, and writer reminded us that, "Education is all a matter of **building bridges**." The faculty, staff, and students of all departments housed in Utah State University's College of Humanities and Social Sciences each day lay planks and forge grillworks that systematically build conduits to anywhere and everywhere. In the pages of this edition of Liberalis, we expand on the theme of **Building Bridges** with five stories exploring the themes of bridges to the world and the past, as well as toward hope, friendship, and understanding. These various bridges, we believe, represent well the mission of the College of Humanities and Social Sciences and, indeed, education in general. CHaSS faculty, staff, and administration members believe in leading our students and alumni along a path of conscious construction that connects instead of obstructs and builds **bridges** rather than walls.*

BRIDGE OF HOPE

Medhi Heravi

BRIDGE TO THE WORLD

Study Abroad

BRIDGE OF FRIENDSHIP

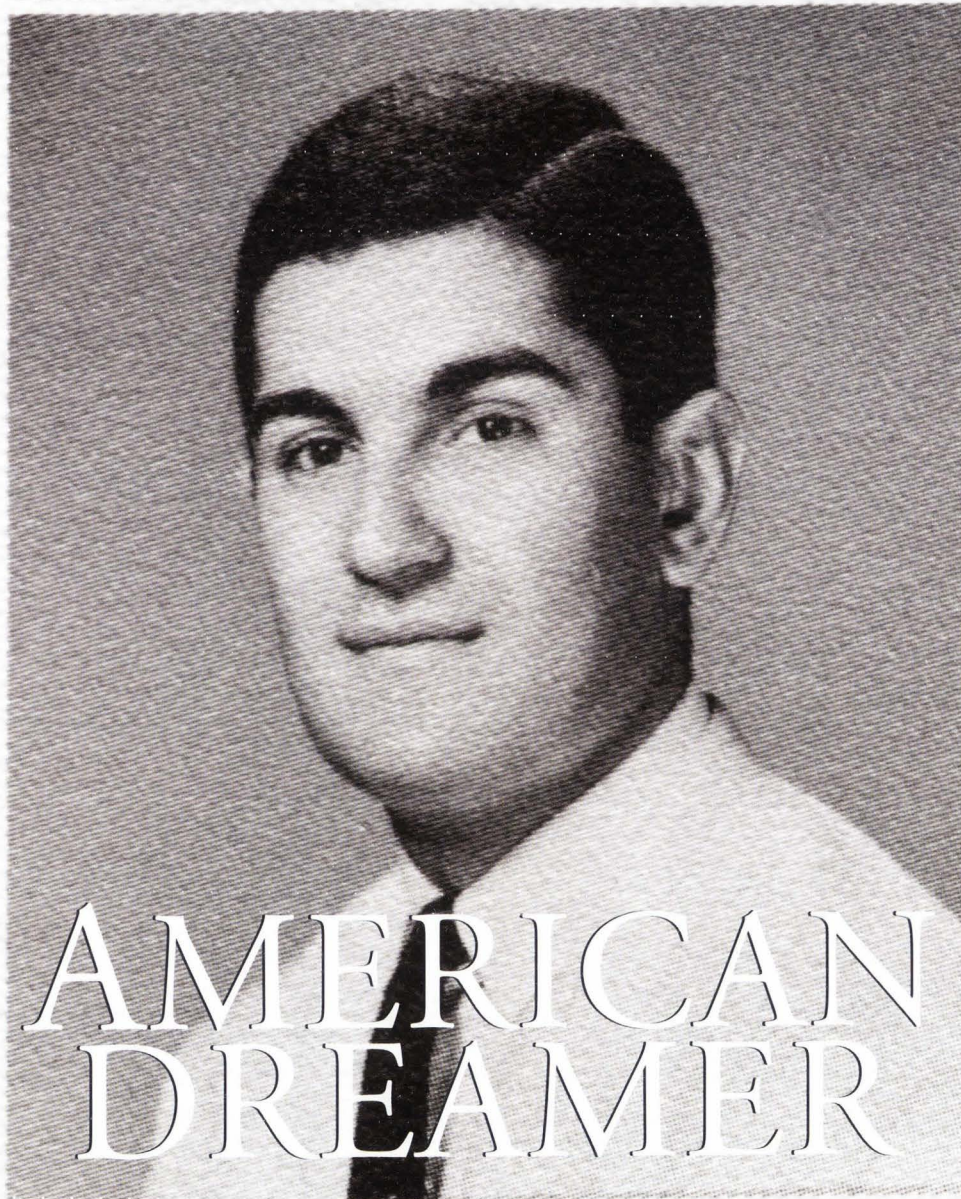
Japanese Alumni

BRIDGE TO UNDERSTANDING

Interfaith Student Association

BRIDGE TO THE PAST

Dating Rock Art



AMERICAN DREAMER





Dr. Mehdi Heravi received both his bachelor's and master's degrees from USU's College of Humanities and Social Sciences. He also was a member of the USU Student Senate (page 13 photo).

Logan, Utah, wasn't the stuff of his Hollywood-based imaginings, but it became home to one foreign dreamer who worked hard, overcame many obstacles, and never gave up on the starry-eyed notion of making the world a better place.

DR. MEHDI HERAVI, scholar, author, philanthropist, and **USU College of Humanities and Social Sciences** graduate fell in love with the United States through the flickering Hollywood images he couldn't get enough of as a boy.

"I used to watch American movies all the time during the holidays — Christmas and so on — because we weren't allowed to watch them when we were in school," Heravi explained.

The movies mostly depicted America's big cities, New York and Los Angeles, as well as the flashy cars he knew came from a city called Detroit. To the young Heravi, the angled cityscapes in Cinemascope and moody, soft-edged, Technicolor romances *were* the United States, and he longed to be there.

Heravi's father, however, would not hear of such a thing. Born in Tehran, Iran, Mehdi Heravi was part of a large, well-to-do, and well-educated family. His father had received his schooling at the prestigious Sorbonne in Paris and in the early 1950s, when Heravi and his older brother were deemed

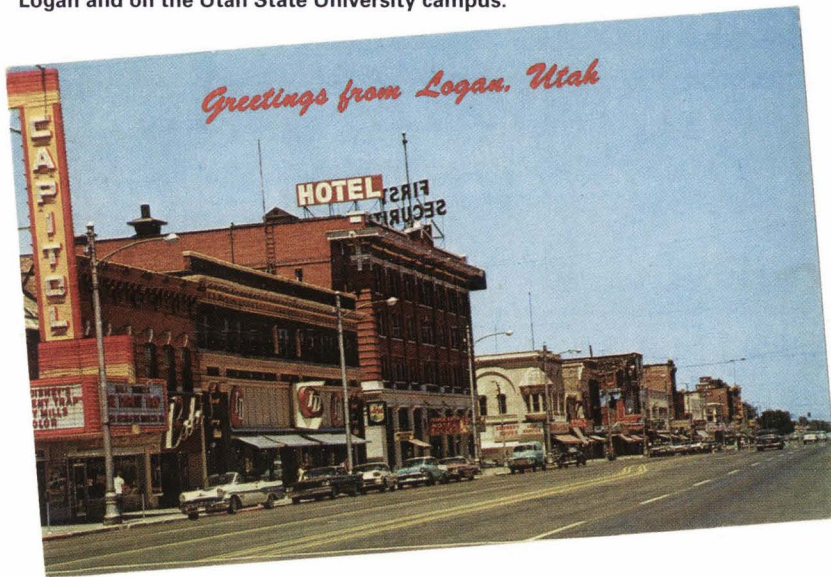
at an age to begin their more formal educations (Mehdi was nine, his brother, 13), the boys were sent to an esteemed private school in England. It was during that time the future academic began his love affair with America ... via film.

"I kept insisting that my father send me to America, but he totally rejected the idea," Heravi said, explaining that his father feared a lifestyle that could include, "smoking and drinking and becoming a cowboy."

But even at that young age, Heravi was not one to back away from a challenge, or a dream. Every summer for years, the boy petitioned his father and every year, he would be rejected. That is until Heravi, who was a "favorite of my grandfather," decided to seek help from the older man to make his dream of a life in America come true.

"I promised my grandfather that if I could go to America I would study hard. I wouldn't smoke, I wouldn't drink, and I wouldn't become a cowboy," Heravi said.

Dr. Mehdi Heravi, born in Iran and educated in England, learned to love the Logan of the 1960s (below). Now making his home in Washington D.C., he returns to the area frequently to reconnect with friends old and new in Logan and on the Utah State University campus.



FROM DREAM TO REALITY

Reluctantly acquiescing to the grandfather's request, Heravi's father agreed the boy would be sent to the United States for his final year of high school. Although Heravi pictured the bright lights and skyscrapers of Broadway, his father, a professor of agriculture at the University of Tehran, quietly made other inquiries.

"At that time there were several professors visiting the University of Tehran and my father went to these American professors and asked, 'Where in America can I send my son?'" Heravi explained. "They said, 'Professor Heravi, we have a great place for you. It's where we come from. It's called Utah.' And so one day my father said, 'Now I think your grandfather is right and you are going to America. You are going to Utah.'"

Not long after, arrangements were made for the teenager to make the 24-hour prop plane flight from Tehran to London and finally to New York. After a few days in the city that didn't sleep — but did meet every dreamy expectation the young traveler ever had — the boy boarded another plane to Salt Lake City, a destination he fully expected to be, if not a mirror image, at least a near replica of the Big Apple with which he'd already fallen in love.

The Salt Lake City airport in 1958 was less bustling international travel hub and more small town way station. If the eight-hour trip from New York wasn't disconcerting enough ("I couldn't imagine why it would take so long. Where was I going?"), the high desert in June didn't seem exactly welcoming.

"Looking down from up in the air, there were no trees, nothing," Heravi remembered. "Believe me, coming from London, then New York to Salt Lake City, it was a shock. A real shock."

A short cab ride to the Greyhound station, followed by a meandering bus ride through Salt Lake, then Ogden and Brigham City, and finally, the two-lane road that wound through Sardine Canyon, at last brought Heravi to Logan. He ate his first meal at Dick's Café, which doubled as the local Greyhound bus depot, and secured a \$3.50-a-night room at the Eccles Hotel, "the best hotel in town."

"I was surprised that the waitress [at Dick's Café] knew I was from out of town, but she said she could tell because most teenagers didn't wear blue suits like I had on," Heravi recalled with a laugh. "When I told her I was from Iran, she said, 'Oh I know where that is. It's next to Bountiful!'"

FROM HOMESICK TO HOME

Unfortunately for Heravi that first night in Logan, Iran wasn't next to Bountiful. A ferocious case of homesickness dogged the teen, but Heravi knew that after his years of pleading, he couldn't leave America after only a few days. So the next morning, Heravi sought help from the international student advisor at Utah State. That man, George Meyer, took the high schooler under his wing, helping him to enroll at Logan High and navigating him to find a home in which he could board for the school year.

Even now, more than 50 years later, Heravi speaks fondly of the adults who helped him along the way, Meyer and Sherman Eyre, superintendent of schools at the time, Fred Sears, and many others. Warmly regarded too are the many friends he made during high school and throughout his USU career. In fact, Heravi remains in close contact with many Utah friends and their families.

"These are some of the best people, the best human beings I have ever met," Heravi said.

Despite admitting that during the first few weeks of his stay in Cache Valley, the young international traveler would have returned home if he were able, Heravi was determined to make a go of it, at least for a while.

"I thought maybe I could make it one year and finish high school and then beg my parents to take me back," Heravi said. "But after that one year, I became involved in Logan, and Logan became a part of me."

After high school, Heravi continued to extend his roots in

the community when he enrolled at Utah State. At the university he studied political science, eventually earning both bachelor's (1963) and master's (1964) degrees.

His education at Utah State, Heravi feels, was exceptional. But — and as many a USU alum can attest — behind the academic rigors, Heravi said, were the people who inspired him, nurtured him, and whom he came to respect and love.

"Milton Merrill [who was serving as professor of political science, and the university's first vice-president]. He was something unusual: a brilliant man, a great human being. I admired him so much. He was like a second father to me," Heravi said.

Also on his list of admirable mentors is then university President Daryl Chase.

"President Chase was a true visionary and a wonderful human being," Heravi said. "He also became like another father to me."

Heravi was something of a visionary himself, at least when it came to believing in his own plans and never letting fear get in the way of what seemed like a good idea. Such was the way in which the young Iranian became the first international

student in the history of Utah State to run for Student Senate, not for the position of "International Senator" as his friends expected and as would have been the norm for an international student, but for the campus-wide position of "Independent Senator."

"Everyone, literally everyone said, 'You're going to get clobbered.'" Heravi remembered with a laugh. "There were 17 people in the primary and I defeated 11 of them; and then in the final, I defeated the rest of them."

FROM SCHOLAR TO PHILANTHROPIST

It was those kinds of extraordinary experiences along with his USU CHaSS education and the people he encountered along the way that made Heravi very reluctant to leave Logan, though he knew he must if he was to achieve his goal of earning a PhD. Still, he couldn't quite let go.

"I really didn't want to leave Logan so I delayed leaving for one year. They gave me a teaching assistantship in political science that I loved, but I finally left in 1965 to go to American University School of International Service in Washington, DC," Heravi recalled.



Honored in 2014 for his philanthropy and devotion to his alma mater, Dr. Heravi is inducted into the Old Main Society. USU President Stan L. Albrecht and his wife, Joyce Albrecht, present Heravi his award during the annual induction ceremony held in November.

“I think it’s a moral duty for anyone who has been blessed — and I have been blessed since I was born — to give back, especially to people who are in need.”

There, at what is now the nation’s largest school of international affairs in the United States, Heravi received his PhD in 1967 at the age of 26. Following graduation, and at the height of the Vietnam War when jobs for academics were few and far between, Heravi managed to secure five offers for teaching positions. Although his friends warned him he probably wouldn’t like Tennessee, Heravi once again sought his own way and after an initial, extremely welcoming visit, he accepted a teaching position at Tennessee Technological University. During his six years in Tennessee, Heravi said he once again came to love the area and the people who inhabited it. “I made many wonderful, wonderful friends while I was in Tennessee,” Heravi said.

The truth is, Heravi makes wonderful friends wherever he goes. In fact, he sees the act of connecting to others as one of the most important parts of being human — reaching out to people, extending the hand of friendship and support — in short, caring.

In 1973, Heravi received an offer from the National University of Iran to serve as the college’s vice president. The opportunity to return to his homeland in a position that seemed a perfect fit was simply impossible to pass up, so Heravi returned to Iran and the university there.

Only six years later, however, the fall of the Pahlavi dynasty and ouster of the Iranian king, Shah Mohammad Reza Pahlavi, brought sweeping change to Iran and to Heravi’s life. With the rise of an Islamic republic under the rule of Grand Ayatollah Ruhollah Khomeini in 1979, the higher education system in Iran changed dramatically. The transformation also altered Heravi’s life immeasurably, setting him on a completely new life course.

“I was purged of my position at the university, a retirement through force,” Heravi said. “But this is when I decided that it was time to devote myself to philanthropy.”

To say Heravi has, since the days of the revolution, devoted himself to philanthropy is to understate vastly the extent of his humanitarian contributions. Among other causes, Heravi helps support an orphanage located in northern Iran along the Caspian Sea. He visits the site often, delighting in the love he receives from the children there.

“It gives a great deal of satisfaction when you do things for your own children,” Heravi explained, “but with these children, when you do even the smallest thing, you see

laughter in their eyes. You see appreciation all over. They come and hug you. It’s a very good feeling. That orphanage is a big part of my life, definitely.”

Heravi also helps support several organizations related to cerebral palsy, a disease that afflicts his son.

“I kept thinking that if I call myself a human being, then these people who help take care of my son and who take care of special needs individuals full-time with love and devotion, these people are angels,” Heravi said.

When it comes to remembering his alma mater, Heravi is no less generous. Having already established an agricultural scholarship in his father’s name and another for education students intending to help those with special needs, Heravi in October visited CHaSS Dean John C. Allen’s office to offer the details of a new scholarship he has since established in the department from which he graduated. He also stopped by Logan High School to offer that institution a scholarship in his name.

Even as he travels from his home in Washington DC to destinations across the country and around the globe, Heravi said Utah State, his friends in Logan, and others around the world are always on his mind. And what he thinks about most is how he can give back to all of them.

“You know, you reach a certain age and you feel that you have been blessed in your life and you realize millions and millions of people in this world are not as blessed,” Heravi said. “So, I think it’s a moral duty for anyone who has been blessed — and I have been blessed since I was born — to give back, especially to people who are in need.”

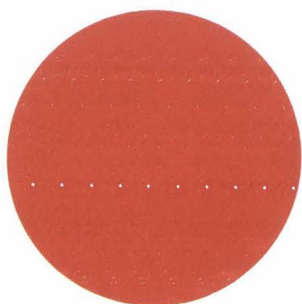
Those who may marvel at Heravi’s generosity on so many fronts likely will have much more to be astonished by, because, according to Heravi, “These are first steps as far as I’m concerned. Hopefully, I will be doing much more in the future.” For young people looking to him as an example, Heravi has a bit of well-rehearsed advice. Though he may have spoken the words many, many times over the years, they express a truth he holds dear to his heart, a truth that continues to guide his life more than 50 years since a wide-eyed Iranian school boy arrived alone in Logan, Utah.

“I have faith in humanity. And hopefully I will continue to have good health so I can achieve the things I want to achieve,” Heravi said. “You know, a low aim in life is a crime. The sky is the limit and humanity is the priority.” ■

MORE *than* WORDS



**Lessons Learned
Through Study
Abroad Include
Much More Than
Language Skills**



Study abroad inspires students in many ways. Just ask Victoria Harris (above), Kaytlin Talbot (page 23) and Fridy Leishman (page 24).

LOOKING AT THE BIG PICTURE, there are any number of studies citing the many benefits of study abroad. Take for instance a survey of several thousand Institute for International Education of Students (IES) Study Abroad alumni regarding their post-college graduation employment success. That study found approximately 97 percent of students who had studied abroad found employment within 12 months of graduation, while only 49 percent of overall college graduates found employment in the same period.

Or how about the Georgia study that found the GPAs of students who studied abroad rose twice as quickly as their peers as they approached graduation?

Then there's the four-college wide report that showed 59 percent of polled employers believe that within their organization study abroad would be valuable to an individual's career.

Other research shows study abroad alumni have higher starting salaries than their non-traveling peers, feel their study helped them choose a career, are more satisfied with those careers, and believe they are better able to adapt to diverse work environments.

However, those involved with Utah State University's study abroad program tend to see their work on a more intimate scale: the effect such forays — from a few weeks to a few semesters — have on individual lives.

"The benefits that students gain are very personal," said Kay Forsyth, study abroad program director in USU's Office of Global Engagement. "An international experience can really jump-start the maturing process that builds so many skills, from academic proficiency to a greater ability to navigate new situations to general self reliance."

MORE THAN TRAVEL

Aside from working with USU students who want to experience life in a foreign country, Global Engagement personnel also work to bring international students to Logan. Because there is so much to be gained during time spent abroad, Forsyth believes most any student would

benefit from the opportunity and although an increasing number are, the majority of USU students do not take advantage of the chance to spend part of their college career in another country. Most surprisingly to Forsyth, many students still do not know they have an opportunity to do so.

In fact, the leaders of the study abroad program still spend much of their time reaching out to students simply to let them know the chance to travel exists as part of their overall college experience. Appropriately enough, some of the greatest advertising for study abroad comes from the touring students themselves.

"They [study abroad students] come back so full of confidence and they just want to spread the word," Forsyth said. "They want to help other students realize the beauty and the value of studying abroad."

Each semester, the Office of Global Engagement sends about 30 USU students to study abroad. Most of those involved will spend a semester in their temporary homes, but there also are many summer programs only a few weeks long. Students participating in the shorter programs often opt for a longer stay abroad later in their academic careers.

The foreign universities and countries in which to travel and learn are many and varied. In fact, USU partners with more than 150 universities in dozens of countries to offer students a vast array of learning opportunities. While foreign language learners are a natural fit for the study abroad program, it is not necessary to have a complete command of a foreign language to be able to study in that country and indeed, many of the courses offered abroad are taught in English.

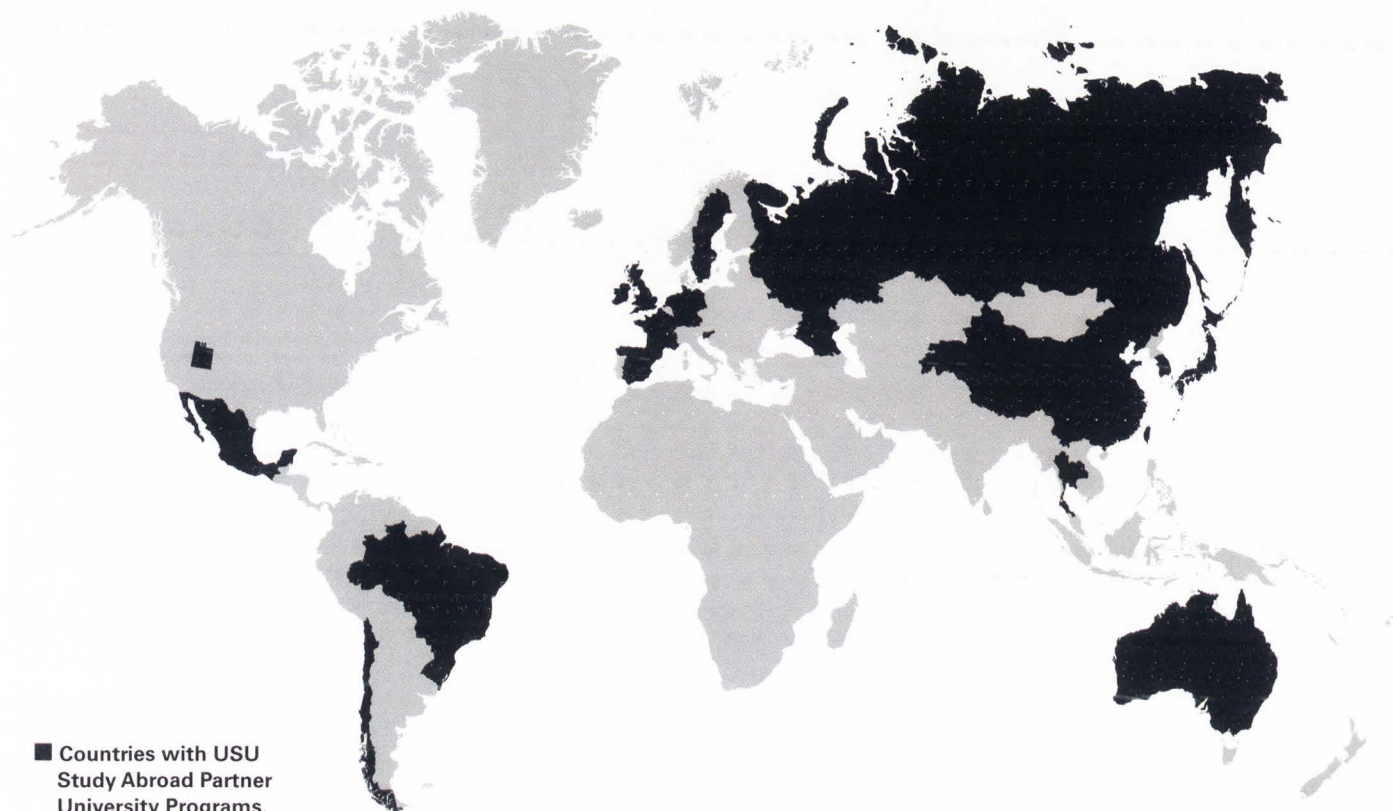
Clearly, however, one of the advantages of studying in a non-English speaking country is the chance for immersion into a language and culture the student has been studying in the classroom.

"I improved my French language skills more during one month of living in France than I did during a year of in-class courses," said Victoria Harris, who studied in Annecy, France for four weeks in the summer of 2012.

But not all study abroad students are majoring, or even minoring, in a foreign language. Many are looking to study history, literature, and many other subjects in the place of origin for their interests.

USU students have the opportunity to study marine biology at Southern Cross University in Australia; or English literature at the University of Leicester in England; Dutch art and literature at the University of Groningen in the Netherlands; or sculpture, painting, design and ceramics at Sungshin Women's University in South Korea. Of course, language courses also are taught in non-English speaking countries.





MORE THAN ENGLISH

While USU students are abroad, they work with a host coordinator who is available to answer questions and help with everything from housing to homesickness. Likewise, international students who attend Utah State receive help from Forsyth's study abroad office.

Although most international students are proficient at the English language, many others need help with fluency before they can actually take regular classes on campus. For them, CHaSS's Intensive English Language Institute (IELI) helps provide the fluency needed to attend classes taught in English.

Begun in 1972, IELI is accredited by the Commission on English Language Program Accreditation and is a member of English USA (AAIEP) and UCIEP (University and College Intensive English Programs), a consortium of university and college intensive English programs. Students who complete the IELI course do not need a TOEFL (Test of English as a Foreign Language) score, the usual measurement for college-level language proficiency, to begin taking regular classes at USU.

"We're really the first connection for [international]

students who come here," said Associate Professor and Director of IELI Jim Rodgers. "We have small classes and we really get to know the students. So we form pretty tight bonds."

Those bonds extend not only from students to IELI faculty, but also from student to student. Just as with USU students who choose to study abroad, the friendships that are forged between international students, from a variety of countries, experiencing Utah State together can last a lifetime.

That long-term bond probably isn't surprising given the culture shock that may accompany a first visit to the United States and the many emotions that go along with experiencing virtually everything as new and different.

Knowing the many difficulties their international students face, especially those beyond the English language itself, IELI educators often go over and above their regular teaching duties, working with students in the classroom and through various department activities to help them assimilate.

"It's not only the language we're teaching, it really is the culture," Rodgers said. "It's how to present themselves and how to interpret how Americans act. We're not only providing a linguistic bridge, but a cultural bridge of how to 'be' in



this culture. We just try to be there for them, for whatever they need.”

Fall 2014 saw nearly 100 IELI students furthering their English language skills and bridging those cultural gaps. The students represented more than 20 countries including China, Iraq, Slovenia, Columbia, Cambodia, Ethiopia, Saudi Arabia, and more.

Although the majority of IELI learners are undergraduates, a small percentage are graduate students.

The success of IELI is evident as a vast majority of students — more than 80 percent from fall 2011 through summer 2012 — complete the IELI program. Of those 2011-12 students about 72 percent were able to complete three semesters at USU and were continuing to study in their respective majors. These students had an average GPA of 3.0.

“We only see a portion of international students who come to USU — those who do not have the required TOEFL scores — but we are really helping the students we do see to succeed,” Rogers said.

MORE THAN CHINESE

Along with academic success, both IELI students and USU students who study abroad, have experiences and form friendships that can last a lifetime (See story on page 25).

Although most international students who come to USU tend to spend at least a semester (which, of course, is also an option for USU students studying abroad), shorter opportunities for USU students to study and serve abroad

abound during summer months. Many CHaSS professors plan their summers around foreign studies meant to teach and enrich the lives of their students.

Li Guo is an assistant professor of Chinese in the College of Humanities and Social Sciences. During the summer of 2014, Guo accompanied a half-dozen Utah State students on an adventure in cultural and language immersion during a study abroad session at Xi'an Jiaotong University located in Xi'an, Shaanxi, China. Students could opt to for either a four- or eight-week session, with the most choosing the latter.

The CHaSS student-travelers spent a day in Beijing before venturing to their new university dorm homes where they lived

and studied. Weekdays included four hours of language classes taught completely in Chinese.

“That means students are receiving 20-hours of Chinese language immersion each week,” Guo explained. “Monday through Friday afternoons, students spend another two hours in Chinese culture classes. That includes Chinese calligraphy, Chinese brush painting and Chinese folk singing.”

Such classes are intended to help students to learn the nuances of the culture.

Guo cherishes the opportunity to introduce USU students to both her native language, and her native culture. The rapid advancement in Chinese language skills she sees in her students during a few short weeks is somewhat remarkable. In fact, some program alumni already are finding career success because of the language skills acquired during the program.

“One of our students went to China with us right after his second year Chinese classes,” Guo said. “His Chinese improved so much during the eight weeks that when he returned, he was able to open a translation company.”

The difficulties associated with moving from Western to Asian culture and vice-versa is something Guo understands intimately. She also understands that from those difficulties comes a broader understanding of not only the two varying cultures, but of humanity in general.

“In China, the campuses are like small cities where everyone lives on campus,” Guo said. “So it gives our students a chance to make Chinese friends and other international student friends. By the end of eight weeks, and even four

weeks, the students are more independent. They feel safe with their friends and on the campus, and in trying new things.”

Because USU students in China receive meal and on-campus lodging discounts, the sessions can be surprisingly affordable. Unfortunately, despite the fact that study abroad staff members say there is a program available to fit most any CHaSS student’s interest, many who might potentially take advantage of the program don’t do so because they believe they simply can’t afford to. Forsyth, however, believes strongly that where there’s a will, there’s a way.

“Because those studying abroad are still considered USU students, tuition is actually very affordable,” she said. Further, students have different accommodation options, including living with a host family, residing in student dorms and even sharing an apartment with other international students. These choices often cost little or nothing more than normal living expenses during a semester in Logan.

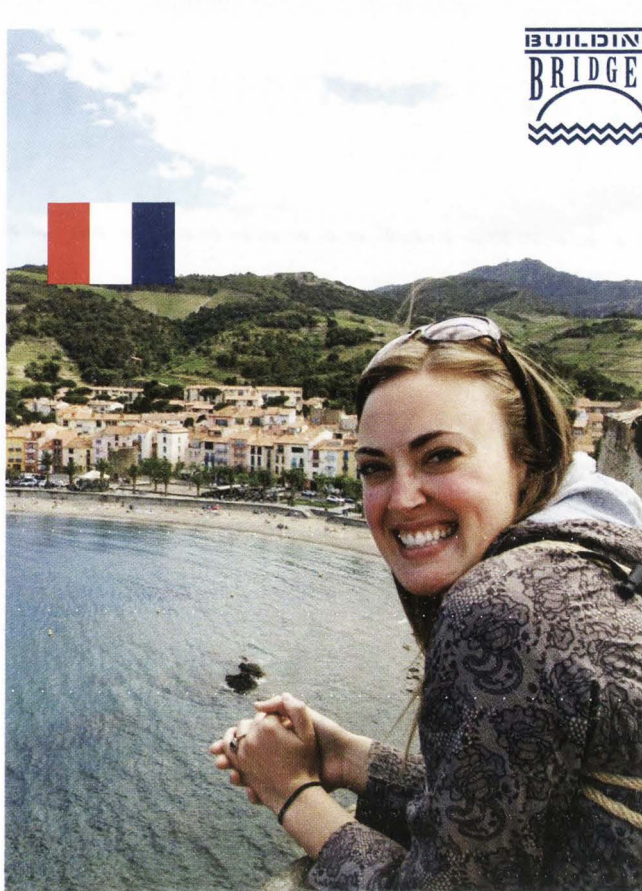
There also are many scholarships available for foreign study and Pell Grants, G.I. Bill funds, academic scholarships and student loans all can be used to fund a semester — or longer — abroad.

CHaSS Dean John C. Allen believes so strongly in the power of foreign study that he recently instituted the CHaSS International Initiative Grants program that is designed to “foster creative, student-centered international teaching, research, and service-learning programs” within the college. The initiative includes two \$55,000 grants to support faculty-led international learning and service activities for students who will receive course credits for their research, education, and/or service learning.

Dean Allen is particularly interested in advancing collaborative, interdepartmental teams of faculty to design international courses of study.

“As a young man growing up on a ranch in eastern Oregon, my world was local,” Allen said. “In today’s global society, these study abroad opportunities will enable our students to become leaders with both local and global perspectives.”

As advancing technology creates an intricately more connected planet, the world in effect grows smaller. Given this “shrinking globe” phenomenon, the importance of understanding and experiencing diverse languages and cultures will likely increase in the future, both personally and professionally. Study abroad opportunities assure USU CHaSS graduates will be best prepared to meet that future. ■



I STUDIED ABROAD: VICTORIA HARRIS

Where: Annecy, France; Perpignan, France

When: Summers 2012, 2014

Me: “I did two studies abroad through USU. The experiences helped me graduate with not only my primary major of international studies, but also a secondary French language major. I loved my time at USU, and my studies abroad and an internship at the Utah State Capitol were a huge part of that.”

What: “I had the opportunity to live in two French family households. This is a cultural experience you can rarely gain in any other form of traveling. My two French families definitely made a big impression on me. They continually took the time to converse with me in French, and I learned new recipes and more in-depth French culture through my host families. Immersion in the language is by far the best way to improve. Campus courses are great for learning grammar and spelling, but the real learning is using those skills with native speakers, and I’m sure all my French teachers would agree.”

Why: “My study abroad experience changed me in many ways. Educationally, it pushed me and taught me more about foreign language and foreign culture than is possible in the classroom. Study abroad is an experience I wish every USU student would take. You receive a full semester worth of credits, a trip abroad, and a new perspective, all for about the same amount as it costs to stay in Logan paying rent and tuition for a semester. People talk about a travel bug and I

definitely have that. I have a lot of gratitude for USU's study abroad program and those who helped me through the process. Here is what it comes down to: You often hear, 'I should have done a study abroad in college.' But you never hear, 'Oh, I wish I had stayed in Utah this semester instead of doing that awesome study abroad.'" ■



I STUDIED ABROAD: FRIDY J. LEISHMAN

Where: Paris, France; Perpignan, France

When: Summer 2014

Me: "I am a senior studying social work at USU. I went to France in the summer of 2014, May and June. We visited the cities of Paris and Perpignan."

What: "When I arrived in Perpignan, I was assigned a fantastic family with hilarious children who loved teasing each other. I was so impressed with how different the culture was regarding food and wine. It was a time of enjoyment and everywhere I went I was surrounded by food. You could easily spend three hours at the dinner table. The French are very careful to make time to enjoy a great meal with friends and family around them. They are very kind to visitors and happy to see your smile when you eat and drink beside them."

Why: "My study abroad definitely changed me. I gained the confidence to meet new people and navigate in a city and to better communicate my needs and wants. I also gained a great experience going on exciting tours, and I gained some great friends from diverse countries with new perspectives on life. I would tell anyone to go out there and explore. Don't worry about money. Money will come and go, but being able to live in a beautiful country with a wonderful family is a rare opportunity. I now know without a doubt that I have the capability to go to a foreign country and learn more. I look forward to getting more stamps for my passport." ■

I STUDIED ABROAD: KAYTLIN TALBOT

Where: Kobe, Japan

When: 2013-14 school year

Me: "I currently am a senior dual majoring in global communications and Asian studies with a minor in Japanese."

What: "I had the ability to experience Japanese life, not as a tourist making a quick stop for a few weeks, but as a citizen living, working, and studying for a year. Observing and living the everyday life of the Japanese in Kobe was a once in a lifetime experience. Even the simple activity of grocery shopping is so different in Japan. It is those simple moments, the ones I never took pictures of, that left the strongest impression."

Why: "I gained a better understanding of the Japanese culture, contemporary and ancient. At USU, I gained a fair knowledge of the Japanese language and culture. However, there is nothing like being placed in its origin to test your knowledge. I was able to further that knowledge by doing, observing, and interacting. My experience abroad didn't just change little things here and there; it shaped who I now am. Because of the experiences I had and the people I was able to interact with, my perspective on many things changed. I learned more about myself and what I want to stand for. I also learned to respect others for their differences and to appreciate those differences. I hope that everyone at least considers a study abroad. It is a benefit for any and all fields." ■





THOUGH THEY SHARE A COUNTRY AND CULTURE, THESE THREE JAPANESE MEN OWE THEIR NEARLY FORTY-YEAR FRIENDSHIP TO USU.



They came from the north, south, and center of Japan and might never have met each other, save the opportunity each man had to study on the campus of Utah State University. And it's an experience they've never forgotten.

In fact, just this fall the three men returned to USU to reminisce about the good old days of the late 1970s, when all three — Kenjiro Kitamura, Saburo Yamasaki and Akinori Murakami — became friends as they studied at USU's College of Humanities and Social Sciences' Intensive English Language Institute.

"Every time I drive through the mountain pass and see Cache Valley, it feels like I am coming back to my hometown," said Kitamura after his recent return to campus.

As with most study abroad experiences, the things the three learned at USU and the mutual experiences they shared as strangers in a strange land are carefully stored in a cherished corner of their minds.

"Every person I met on campus was friendly," said Murakami. "Even this year, Dr. Rogers at IELI invited us to his

house for a barbecue dinner and we had a pleasant time. I have no words to express my gratitude."

All three men spent time studying English through IELI before moving on to take regular classes toward their degrees. Murakami received a bachelor's degree in political science in 1977 after studying English with IELI for two quarters.

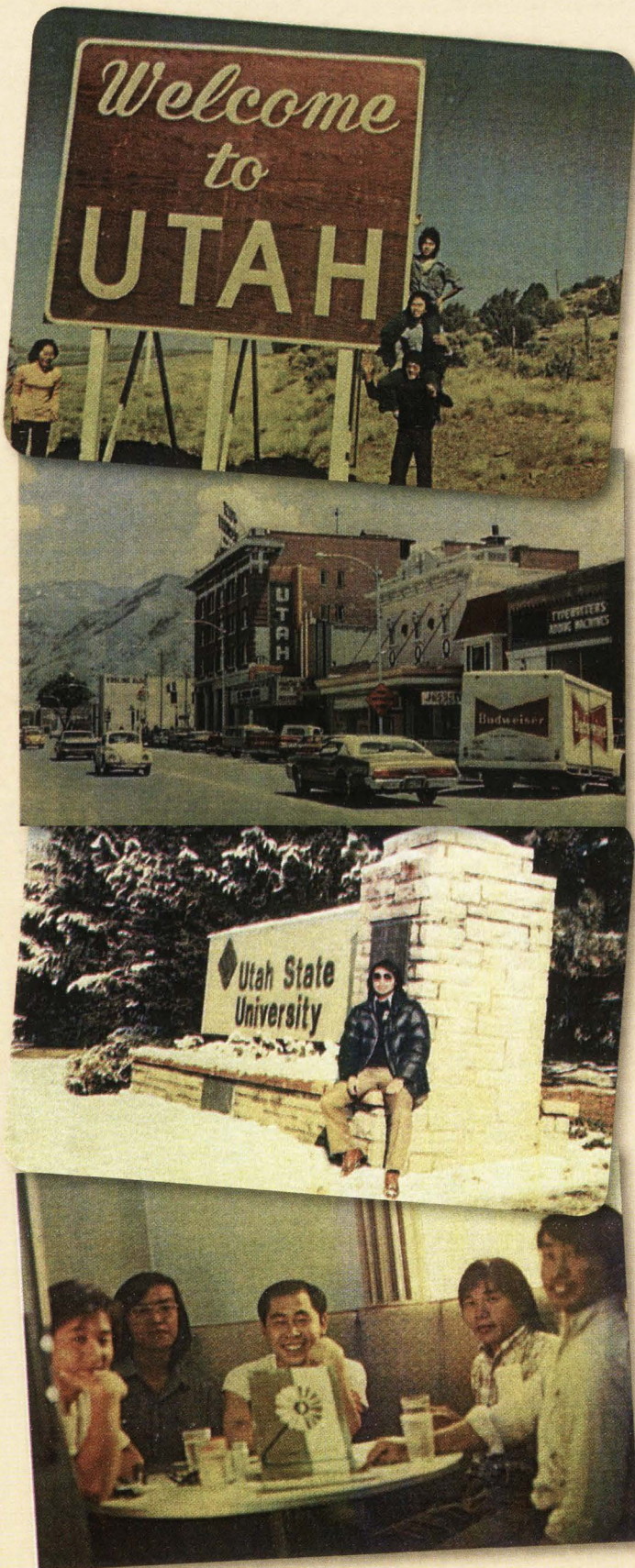
"I still remember attending the 84th annual commencement in June," he said.

Murakami moved back to his hometown of Nishiwaki about 10 years ago after spending most of his career in Tokyo working for a Swiss pharmaceutical company.

Kitamura too is a CHaSS alumnus, having majored in journalism with a focus on television broadcasting. He graduated in 1977 and began working for a Japanese language television program in Los Angeles and ended up working in the United States for 27 years before returning to Japan in 2005. He continues to work as a freelance video journalist in his native country.

Although Yamasaki wasn't able to complete his USU degree in political science after being called home in 1976 to help with the family business in Kagoshima City (a highly successful wholesale shoe company), he nevertheless feels his time at USU was well spent and remembers his years in Logan with great fondness.

"I enjoyed seeing sports games, football, basketball and also movies, pool, bowling . . . all these things were so good for foreign students," Yamasaki said. "So I've experienced many things and had a pleasant time with roommates and friends."



Yamasaki was lured to the United States by a federal advertising campaign just prior to the nation's bicentennial celebration.

"I still remember seeing the poster of a cute American girl eating a watermelon shaped like a football," Yamasaki said. "So I asked my father about studying in the United States after graduating from Kagoshima College of Economics."

The three friends had various reasons for wanting to study in the United States, but the decision to come to USU was based mostly on economics, opportunity, and something all three mentioned: safety. IELI was also a factor.

"The advisor of overseas study at a travel agency in Japan recommended USU above all," Murakami said. "He replied to my questions that there was IELI and students could enter USU without passing the TOEFL [Test of English as a Foreign Language] because of IELI. I remember he also said Utah was a very safe and educated state. That's why I decided to go to USU."

Kitamura had somewhat similar thoughts about choosing to come to Utah State as a CHaSS student.

"You could come to big cities like L.A. or New York," he explained. "But it is so expensive and not so safe to study there. On the other hand, Logan is such a nice place to live and study. You can find great professors and facilities to have a high-quality education."

Although the three continue to live busy lives in diverse areas ranging from Nishiwaki to Kagoshima, their shared USU experience keeps them in touch and every once in a while, as happened this fall, the call to come home to Cache Valley becomes too loud and persistent to ignore.

"Logan and USU are so special in our minds," Kitamura said. "All of us are proud of being students there once before even though many years have already passed."

The trio's most recent visit to campus included much reminiscing, visits to favorite old haunts, a dinner hosted by IELI's Jim Rogers, getting acquainted with old friends, and making new ones at IELI.

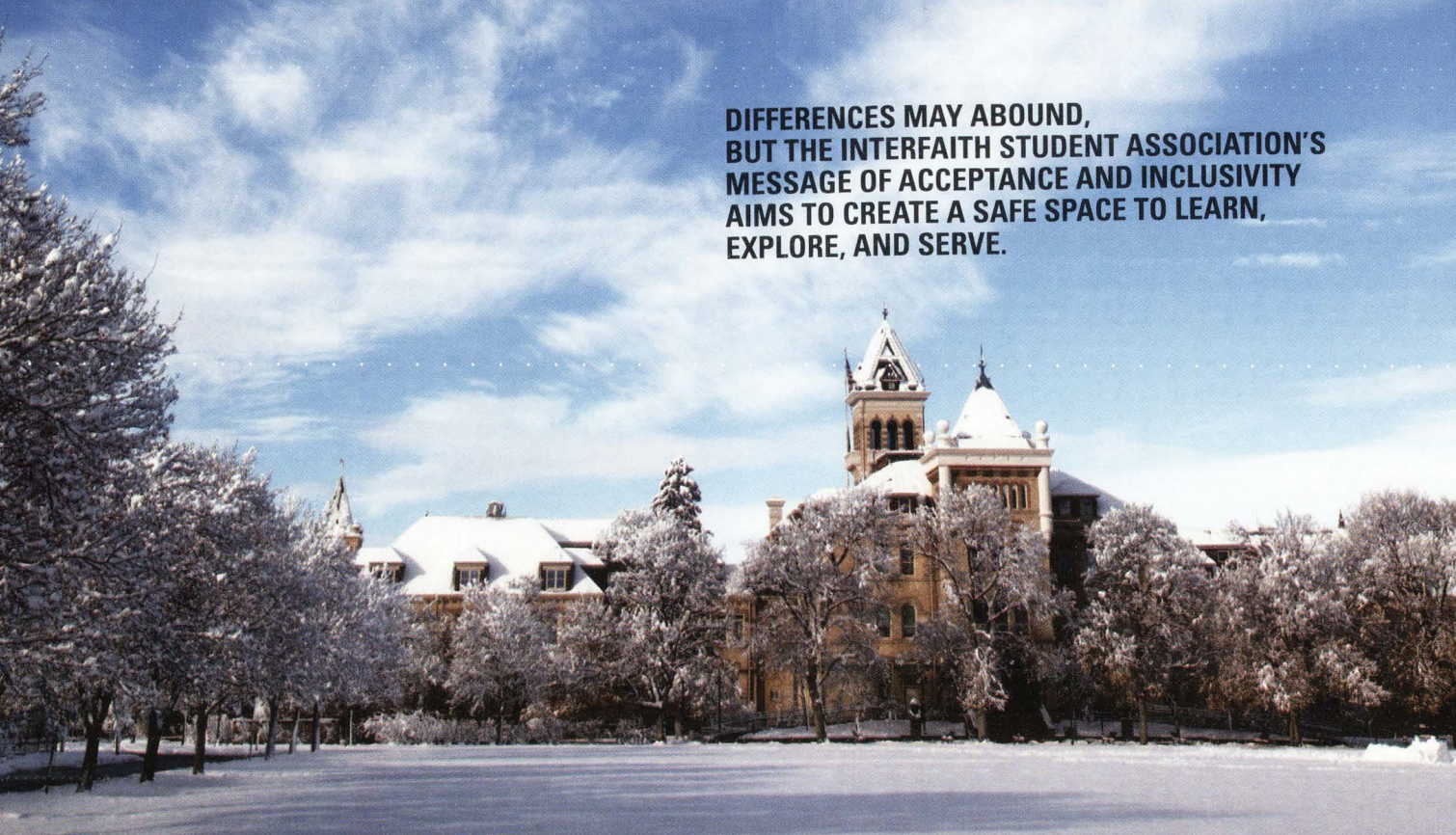
Friendships with USU students and faculty are especially precious to the three. "My journey was supported by my friends, my family, and USU. The most important thing was these relationships," Yamasaki said. "I hope they are always as unchanged as Aggie Ice Cream."

One thing that did change for the men upon returning to Japan was a heightened ability to conduct international business.

CONTINUED PAGE 44

ALL TOGETHER NOW

DIFFERENCES MAY ABOUND,
BUT THE INTERFAITH STUDENT ASSOCIATION'S
MESSAGE OF ACCEPTANCE AND INCLUSIVITY
AIMS TO CREATE A SAFE SPACE TO LEARN,
EXPLORE, AND SERVE.





EACH OF THE STUDENTS AGREED that the fact they are all a part of USU's College of Humanities and Social Sciences means they may be more apt to explore broad philosophical questions and look for ways to help their fellow human beings. But, these student leaders of the Interfaith Student Association (IFSA), which is a part of Utah State University's new Interfaith Initiative, also believe the issues they are attempting to address are universal and especially relevant to the general intellectual and personal awakenings that are so often a part of the college experience. "I think the real power of

this movement is in the fact that religion and spirituality play such a critical role in everyone's life," said Allison Fife, one of the student leaders of USU's IFSA. "And because that's so related to individual identity, I really do believe this is a movement that can cut across majors. Every student is interested in having a safe environment for their religious self." In fact, creating that safe environment where all faith traditions are honored and sincere questions are respected is the foundation of both the USU Interfaith Initiative and the IFSA. The binding agent in this recipe of appreciation and acceptance comes in the form of service projects.



Leadership of the Utah State University Interfaith Student Association meet regularly to schedule activities and service-oriented projects that promote the ideal of interfaith cooperation. The student leaders are guided by Bonnie Glass-Coffin, PhD, professor of anthropology and affiliate professor of religious studies. Leaders include, (from left) Audrey George, Alex Troutner, Allison Fife, Advisor Bonnie Glass-Coffin, Allison Hawvermale, David Tauber, and Sarah Keating.

WORKING TOGETHER

Service is a fundamental component to the work of the Interfaith Youth Core (IFYC), a Chicago-based nonprofit founded by Dr. Eboo Patel. IFYC is the organization upon which USU's IFSA is modeled. Central to IFYC's mission is the idea that "we do better together" and that by focusing on a benevolent objective, a climate of interdependent cooperation that transcends differences — in religions beliefs and more — is fostered.

Ideally, as a worldwide generation of students learns both respect for and acceptance of various and often very

different religious beliefs — or disbeliefs — a new, more peaceful global future will be created. And while some might consider a movement with an unspoken objective of world peace to be somewhat quixotic, the CHaSS students involved in USU's interfaith effort say they know their works, and those of Patel and his organization, are changing lives.

Patel, who served on President Obama's inaugural advisory council of the White House Office of Faith-based and Neighborhood Partnerships holds a doctorate in the sociology of religion from Oxford University, spoke to crowd of more than 1,200 at USU this fall.

"I've been looking forward to this for a long time," Patel said at the beginning of his address. "I'm excited to be with you here at USU to learn from you, to share with you, and to build bridges together."

Patel spent much of his USU address likening the global interfaith campaign to the 1960s era civil rights movement in the United States. Using such diverse political and religious figures as Martin Luther King, Jr. and Mahatma Gandhi, as well as influences in his own life such as a Latter-day Saint former girlfriend and his Muslim faith, he spoke passionately on themes common to all religions — acceptance, love, patience, kindness, respect — virtues taught but not always practiced.

"What will our grandchildren say of what we of different religions do together today?" Patel asked toward the end of his speech. "That is the question that we answer now in discussion and, most importantly, tomorrow in action."

MAKING SPACES

Bonnie Glass-Coffin, PhD, a CHaSS professor of anthropology and affiliate professor of religious studies, was the impetus behind Patel's visit and the energetic architect who not only laid the foundation for, but also designed and directed construction of USU's Interfaith Initiative and the Interfaith Student Association. Now, Glass-Coffin acts as the faculty lead (with an adhoc committee of more than 20 students, faculty, administrators, and staff members) of the Interfaith Initiative. She also serves as co-advisor for IFSA.

"The future of our world depends upon leaders who are

not only literate about other religions, but who can bridge the faith divide," Glass-Coffin said.

Glass-Coffin began broaching the idea of an on-campus interfaith effort more than two years ago. She and others began working through various channels to address what they feel is an important component of overall higher education: personal growth that goes beyond academics.

Because the controversy associated with allowing an exploration of spirituality in a classroom setting continues, Glass-Coffin began to seek extra-curricular options for "making spaces on our campus where students, faculty, administrators, and staff feel like it's okay to engage in discussions that allow us to bring our whole selves to the table in the service of academic growth."

Creating that space required a research grant, several round-table discussions, and a series of student interviews that eventually led to an understanding of the need for a 'safe space' to be able to openly discuss individual religious tenets and to explore spirituality and beliefs.

Dr. Patel's campus visit was the culmination of nearly two years of efforts and signaled an unofficial beginning to a more unified and directed on-campus, extra-curricular, interreligious effort.

STUDENT LEADERS

The students involved in IFSA believe strongly that by fostering the virtues emphasized by Patel — pluralism, love, patience, kindness, respect — and providing opportunities for their fellow students to practice such, they will create not only



Opposite: Dr. Eboo Patel spoke this fall on the USU campus during a lecture that was attended by more than 1,200 students and community members. Patel is the founder of the Chicago-based nonprofit Interfaith Youth Core. He served on President Obama's inaugural advisory council of the White House Office of Faith-based and Neighborhood Partnerships and holds a doctorate in the sociology of religion from Oxford University. (Page 31, 32, 33 Eboo Patel photos by Norian Cruz.)

“What will
our grand-
children say
of what we
of different
religions
do together
today?”

— Eboo Patel



a safer, kinder, and more welcoming university campus, but they also hope to do their part to add foot soldiers to a growing army of warriors seeking only peace and cooperation.

Along with Fife, who is a dual major in history and economics, other CHaSS leaders of USU's IFSA include David Tauber, a religious studies and anthropology major; Erica Hawvermale, a medical anthropology major with a minor in music; and Audrey George who is majoring in anthropology; along with a small group of other equally-dedicated students.

Each of the four student leaders comes from a different religious upbringing, with some only beginning to deeply explore their own beliefs. Of the half-dozen or so students who are involved in interfaith leadership, only two are devout members of Logan's — and Utah's — dominant religion, The Church of Jesus Christ of Latter-day Saints. Other religious affiliations (or "faith traditions" in the preferred and more inclusive terminology) in the group include, Agnosticism, Shamanism, Islamism, various Christian sects, and more.

That such religious diversity is to be found on a relatively small and isolated university campus in the heart of "Mormon Country" may be surprising to some, but not to the students involved in the initiative. And in fact, if the hundreds of students who have now taken part in interfaith activities had

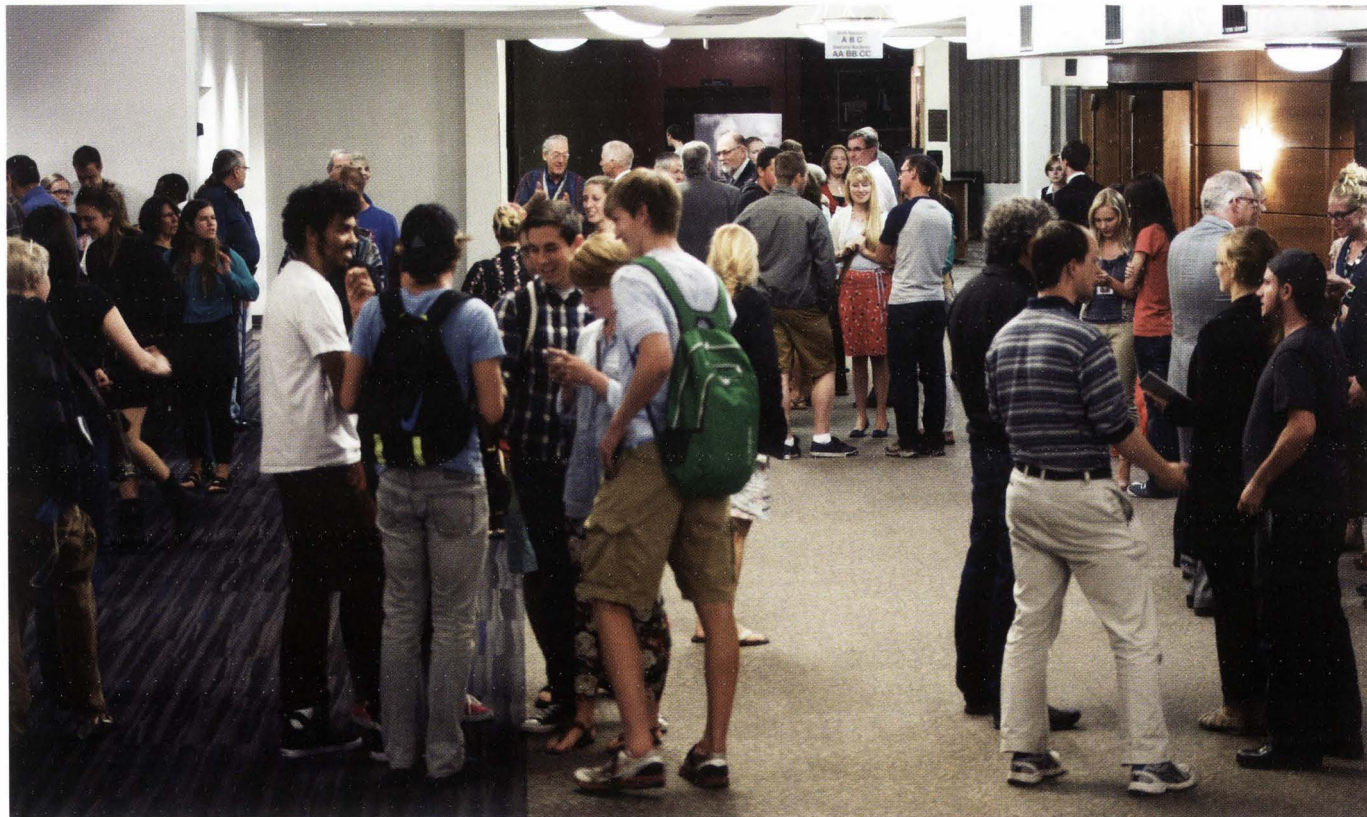
proved to be less diverse, the message and indeed the need for the group would not have changed, according to its leadership.

As a sophomore, Fife had the opportunity to travel to Dubai in the United Arab Emirates for a leadership conference that included many young Emirati women her own age. Born and raised in Utah, Fife experienced her first introduction to a world in which another religion, Islam, dominated the culture.

"I really treasured that experience," Fife said, "and when I came back to the United States and saw some of the Islamophobia, stereotypes, and misunderstanding of that religion, it made me really sad, because I knew all these wonderful people and I'd had such a positive experience interacting with them."

While Fife was attempting to find a way to combat religious stereotypes, George, Hawvermale, and others were working with Glass-Coffin on a research project concerning how religion affects students on USU's campus. That project eventually morphed into the Interfaith Initiative and IFSA.

For Tauber, involvement in interfaith work began with an effort by Glass-Coffin, Timothy Ledna, and others to form "Interfaith House," an on-campus dorm dedicated to fostering religious tolerance and a general exploration and acceptance of diversity at USU. As that effort eventually began to evolve and





LOOKING AHEAD

With Dr. Patel's visit behind them, IFSA student leaders focused on their next event, which was held less than two weeks later. Dubbed "Speed Faithing" the program included a panel of student Interfaith leaders discussing their diverse faith traditions along with interactive audience participation that encouraged open dialog, honest questions, and a general opportunity to learn more about the other strangers in the room.

Those in attendance eagerly took part in quick individual meetings where they shared facts, ideas, beliefs, and other personal information. Although the students involved might have been willing to share such information without the speed faithing event, the likelihood of feeling "safe" to do so is small. In fact, faith traditions and beliefs are most often shared only between trusted friends and often with those who share similar views. It is more likely that students will keep religious ideas in a protected place close to their hearts that can leave them feeling sometimes safe, sometimes solitary.

Following the success of their speed faithing event, IFSA student leaders began to implement a plan for the service portion of the initiative. Chief among these ideas is "Better Together Week" planned for early spring 2015. The event will provide several "better days" such as "Serve Better Together Day" and "Eat Better Together Day." More speed faithing panels also are in the works as well as more speakers representing different faith traditions.

With continued effort and support, those involved in starting USU's interfaith movement hope to be able to see it not just flower, but flourish.

"Our goal is to not just raise awareness with one or two events, but rather to create a sustainable initiative that is going to change the face of campus," said Fife. "We want to see more accommodations, awareness, acceptance that make things easier for students to bring their religious selves to the table. We want food options for students with restrictions who can't currently eat on campus. We want worship space available for people who currently don't have any place to practice their religious beliefs. We want people to be able to come together to do service acts to better the community, all from their different motivations, and to be able to talk about what motivates them religiously or spiritually to serve to make Cache Valley a better place."

The mountain still to climb is a tall one, but the IFSA student leaders believe they are up to the task and somehow, somewhat miraculously, that boulder does seem to be rolling downhill. ■

become a part of the Interfaith Initiative, Tauber was there every step of the way, hoping to help other students avoid the feelings he had as a freshman at USU. "I didn't know anyone who wasn't LDS for about my first year on [USU's] campus," Tauber said. "It didn't appear there was anything else out there and that made me feel pretty isolated and actually pretty depressed."

His interfaith work helped Tauber recognize the depth of diversity on campus and allowed him to feel like less of an outsider. That change in perspective was something Tauber knew he wanted to be able to provide to other students experiencing the same non-academic struggles he had faced during his first months at the university.

Though the early months and even years of USU's interfaith effort limped along as ideas and efforts coalesced and morphed, the students' and advisors' work all seemed to reach a summit with the Patel event. Concerted and multifaceted outreach efforts (everything from paid print advertising, to a radio interview, dozens of campus signs, and university press releases) paid off in a big way, not only with the huge turnout for Patel's speech, but with scores of students signing up to receive more information about the IFSA and its upcoming events.

"At the very beginning there was very little sense that we were actually going to have an impact," Tauber said. "For a while we felt like Sisyphus, continually pushing a boulder uphill. But, since the Eboo Patel event, it seems like the whole thing has shifted from an uphill battle to a downhill battle where we're actually trying to keep up with that boulder."

Steven, Simms PhD, Utah State University CHaSS professor of archeology, and Joel Pederson, PhD, USU professor of geology, are two of the authors of a paper detailing the work they completed using optically stimulated luminescence. The project found some well-known rock art to be far younger than previously believed.



Rocks of Ages



IT HAS LONG BEEN MORE THAN A QUESTION OF WHEN. IT HAS ALSO BEEN A QUESTION OF WHOM. But for Steven Simms, Utah State University College of Humanities and Social Sciences professor of archeology, the answer to the former could also be the answer to the latter.

The mystical and mysterious ancient rock art that hugs and haunts the soft sandstone cliffs of the Great Gallery panel in Canyonlands National Park, southeastern Utah was long thought to have been created sometime in the late Archaic period — from 2 to 4,000 years ago; although some rock art experts have argued for an even earlier dating of the anthropomorphic and animal figures — perhaps as early as 7,500 years ago.

All of that speculative dating is being radically rethought following publication of a paper co-authored by Simms. USU Professor of Geology Joel Pederson was lead author and catalyst behind the project detailed in a paper published in the Sept. 9, 2014, edition of the *Proceedings of the National Academy of Sciences*.

The project used a dating technique that has been around for decades, but has only fairly recently advanced to a point where scientists like Simms and Pederson have attempted to apply it to their research.

Optically stimulated luminescence (OSL) was the method used by the USU research team to narrow down the date when the Barrier Canyon style rock art at the Great Gallery Panel likely was created. The newly proposed timeline has caused rock art experts, anthropologists, and archeologists to reconsider previous hypotheses about who created the drawings and the historical context in which those artists were living.

Pederson and his team used three different strategies to narrow the probable creation period to an increasingly smaller window of time. The OSL dating technique was used in each of the three strategies.

THE SCIENCE

The actual OSL dating process works by stimulating minerals with light, causing them to shed their own stored light energy. As do all things on the planet, sediment and rocks continually absorb small amounts of naturally occurring environmental radiation. That radiation causes some electrons in a mineral's molecular structure to be "bumped up" to a higher energy state. When scientists in the laboratory stimulate

the minerals using light, the subatomic particles return to their natural position of lower energy, shedding light in the process. This type of "light shedding" or "bleaching" also occurs naturally when a mineral, in this case quartz, is exposed to sunlight.

After first determining the general amount of radioactivity present in the environment where the sediment or rock sample naturally exists, scientists measure the amount of light released by a sample in the laboratory to estimate the length of time it was buried and collecting radiation.

Using a basic OSL technique, Pederson's team was quickly able to rule out the possibility the rock art was many thousands of years old (some had theorized the art to be more than 7,500 years old), not by looking at the painted rock itself, but instead by analyzing a pile of stream sediment deposited in the canyon immediately abutting the Great Gallery panel.

"In that area [where the rock art is located] there is a pile of sediment that once buried the alcove," Pederson explained. "We knew the rock art must be younger than that, because the art wasn't created underneath sediment."

Testing the sediment determined the Great Gallery wall wasn't exposed for anyone to create art on until about 6,000 years ago. Of course, that determination still left a very large window of time within which the rock art could have been crafted, so two other samples were taken in order to narrow that window.

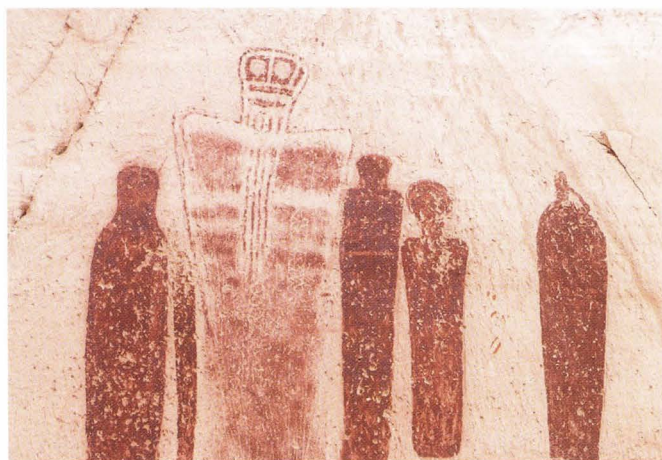
Both of those samples came from a portion of the painted Great Gallery wall that had fallen away and landed face down. With the cooperation of the National Park Service, the team was able to visit the area at night and collect samples for OSL dating purposes. The researchers also were able to collect a leaf that had been trapped underneath the rock at the time of the fall for use in traditional radio carbon dating, an effort that corroborated the OSL dating of the sand sample.

The combined dates from the sand and leaf produced an estimated date of about A.D. 1100 for the time the rock fall occurred. Armed with that knowledge, researchers then had an oldest and youngest time frame for when the art actually was produced.

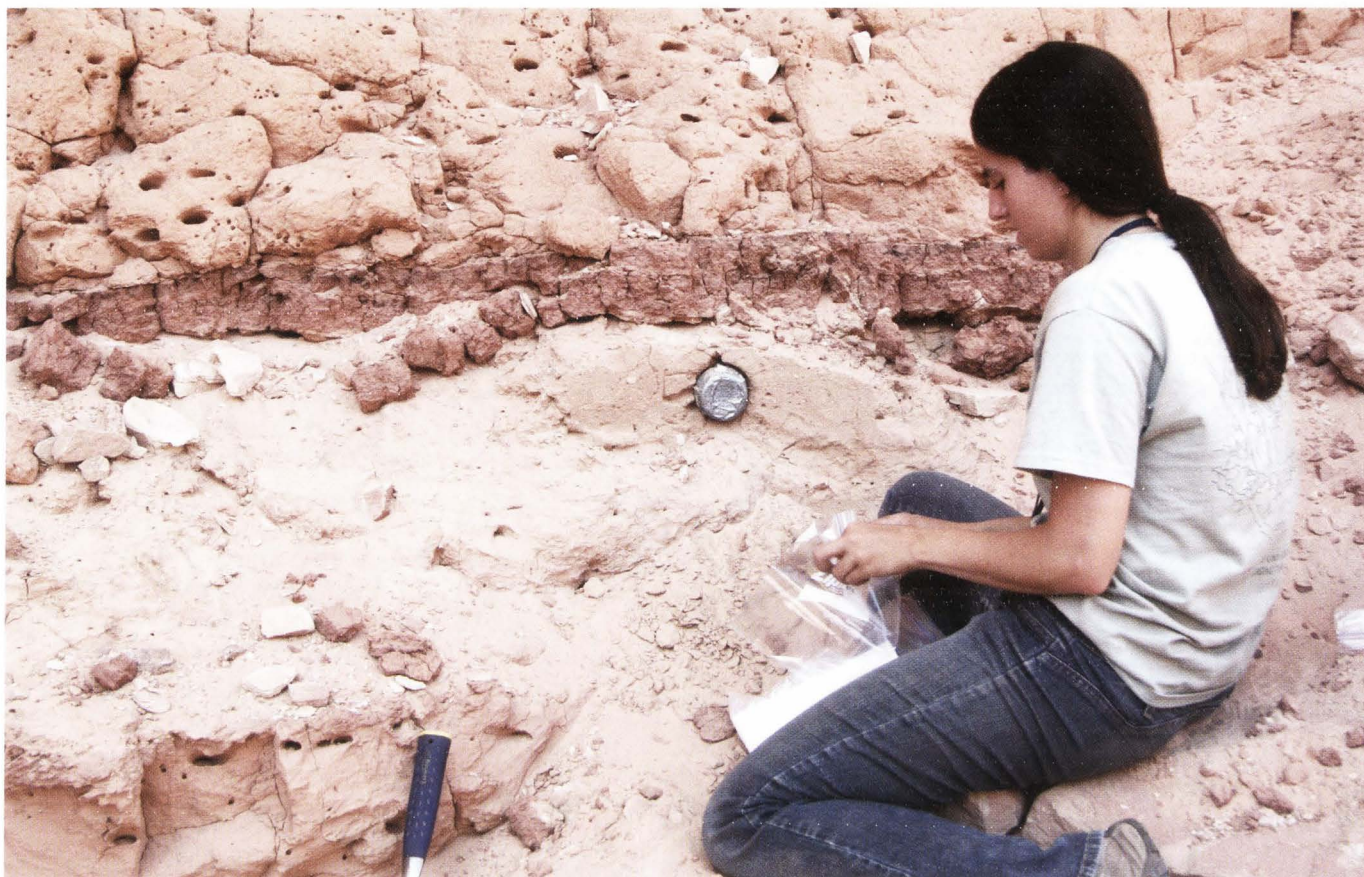
Through a final OSL procedure, the scientists were able to calculate how long the rock had been exposed to sunlight before it fell.

"The bleaching profile told us that before the rock fell, it was exposed for something like 700 years, plus or minus a couple hundred years," Pederson explained. "So, in short, we did these three tests and one gave us a minimum age, one gave us a maximum age, and one gave a window of time before that minimum age."

That window of time placed creation of the Great Gallery rock art sometime between A.D. 1 and A.D. 1100.



One of the best known Barrier Canyon-style rock art is the "Holy Ghost Group" which is part of the "Great Gallery" located in Horseshoe Canyon of southern Utah's Canyonlands National Park.



Utah State University graduate Melissa Jackson Chapot worked extensively on the OLS dating done on the Barrier Canyon-style rock art studied by Pederson and Simms.

Those dates caused a reversal of sorts, with what had been considered the earliest date for when the art was hewn (A.D.1) now identified as the latest possible creation time.

THE HISTORY

The science behind OSL has dominated most of the discussion following publication of the USU-led paper. However, as with much research conducted by College of Humanities and Social Sciences professors, Simms is less focused on the admittedly fascinating and complex technology behind the OSL dating technique, and more interested in placing the complex artwork in a broader historical context.

“Our dating doesn’t change much of what’s been said about Barrier Canyon rock art in terms of interpretation,” Simms explained. “What it’s saying is there is cultural persistence that expands into more recent times that could have been adopted by people like the Fremont.

The rock art of the Great Gallery is but a small example of the Barrier Canyon Style (BCS) found within the Colorado

Plateau of the western United States stretching from north central Arizona, through a portion of eastern Utah, and into western Colorado.

The mummy-like figures are at times life-sized, often silently faceless, but sometimes seemingly ceremonially masked. In some places, animal figures accompany the anthropomorphs and detail appears in three-dimensional form. Clearly the work of skilled artists, the BCS rock art was created, according to the Pederson/Simms paper, “by a meticulous combination of rock pecking and application of multiple pigments.”

In fact, the artwork has such stylistic and technical consistencies that some had suggested the BCS panels were created by a lone illustrator. However, as study of the BCS art has grown since it was first documented in the 1920s, many stylistic variants have been noted. While the ‘single artist’ idea may apply in some instances, for overall style, the theory has been widely discredited.

To an archeologist like Simms, dating the BCS rock art

1,000 or more years closer to our own time than previously thought places the drawings in a very different cultural context. The new dating hints that instead of being created by a hunter-gatherer culture, the drawings were crafted during a great convergence when immigrant farmers crossed the Colorado River and entered a landscape occupied by indigenous hunter gatherers and began assimilating into each other's societies.

That change in perspective, much like the 2,000 year or more difference in BCS rock art dating, is extremely significant, allowing for a kind of reciprocal understanding of both the art itself and the culture of the people who created it.

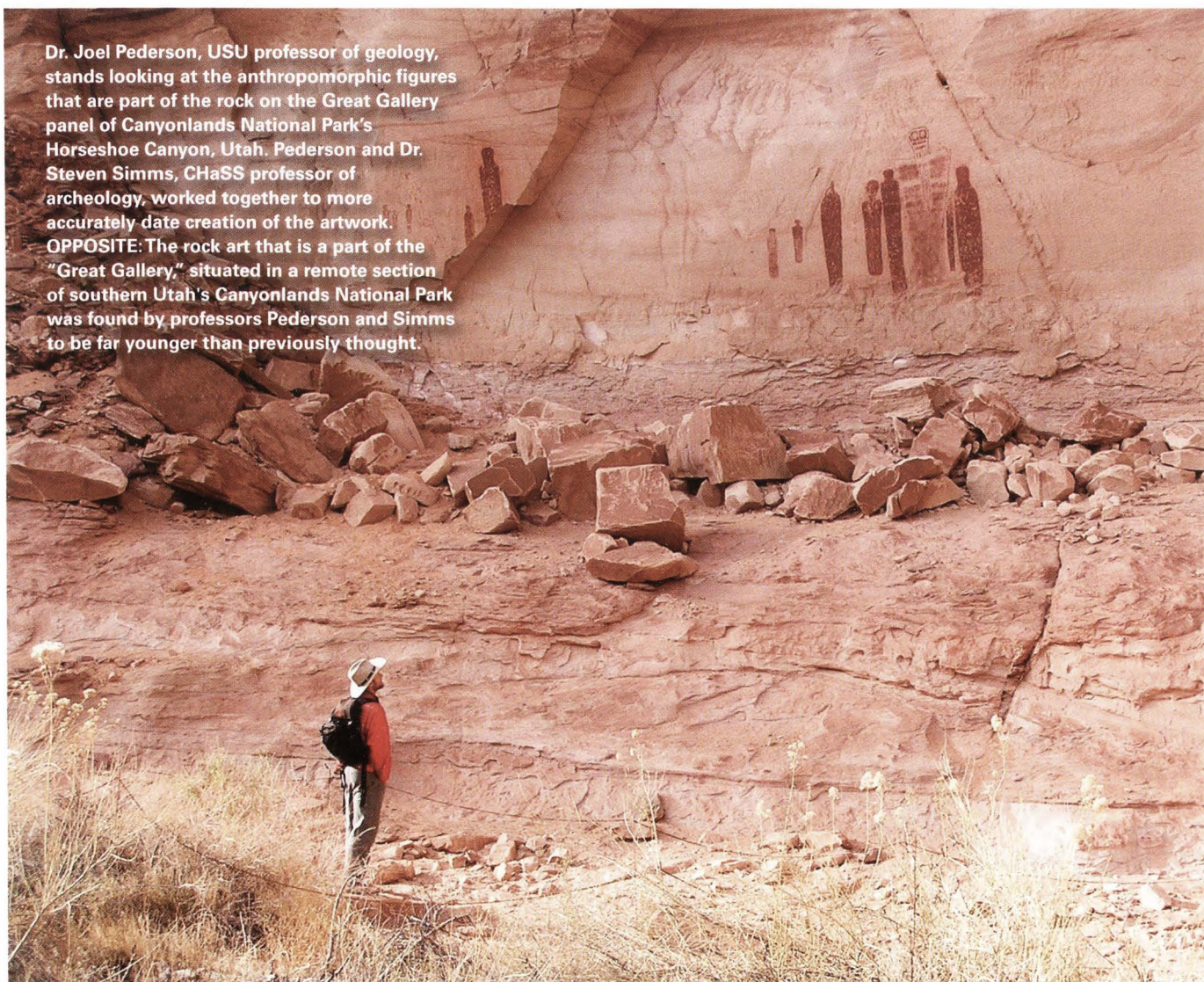
"The rock art, in the bigger picture, tells us something

about the nature of their society and the times they were living in," Simms said. "But, at the same time, the 1,000 or more years closer to our own time than previously thought places the drawings in a very different cultural context and whether people were farmers or foragers tells us about the rock art."

THE PEOPLE

Simms contends that it is nearly impossible to interpret the meaning of rock art without knowing about the society of the people who created it. The ability to date the BCS rock art in relation to cultures — Puebloan transitioning to Fremont — that are already well-researched, well-understood, and accompanied by a wide range of artifacts (everything from

Dr. Joel Pederson, USU professor of geology, stands looking at the anthropomorphic figures that are part of the rock on the Great Gallery panel of Canyonlands National Park's Horseshoe Canyon, Utah. Pederson and Dr. Steven Simms, CHaSS professor of archeology, worked together to more accurately date creation of the artwork. **OPPOSITE:** The rock art that is a part of the "Great Gallery," situated in a remote section of southern Utah's Canyonlands National Park was found by professors Pederson and Simms to be far younger than previously thought.



tools and clothing to ceramics, jewelry and ceremonial implements) could begin to unravel the mystery that has shrouded the preterhuman illustrations since their modern-era documentation.

Rather than providing clear answers about the creators of the BCS rock art, Simms believes the new dating will instead help modern people understand that the history of the society contemporary researchers have dubbed "The Fremont" is not the story of a static or homogenous group.

"Ancient peoples are a complex people. It was a multicultural, cosmopolitan pre-Columbian America. People were multi-lingual and they often intermarried," Simms explained. "There were thousands and thousands of pueblos and villages. It's a time of immigrants and farming, a life-changing era. These are times when many new things are created. But when life begins to change, people also really want to hold on to old traditions. That might be what's happening with the Barrier Canyon rock art style."

The publication of their paper in a prestigious journal is really only the beginning of the research Simms and Pederson hope to accomplish using OSL to date other BCS rock art in the tri-state area where it exists.

The Great Gallery dating study was done on something of a shoestring budget with help from the Technical University of Denmark, where scientists were anxious to refine their OSL technology. The team also was helped greatly by USU geology

graduate Melissa Chapot who is now a post-doctoral research fellow and PhD candidate at Aberystwyth University in Wales, U.K. Other authors on the paper included USU associate professor and director of the university's Luminescence Lab, Dr. Tammy Rittenour; Reza Sohbaty and Andrew Murray of Aarhus University and the Technical University of Denmark; and Gary Cox of Canyonlands National Park.

In all, coordinating with the National Park Service, gathering funds, conducting explorations and excavations, completing research, and writing up findings took more than eight years. Yet, it was eight years of inter-departmental coordination very well spent according to both the geologist and the archeologist.

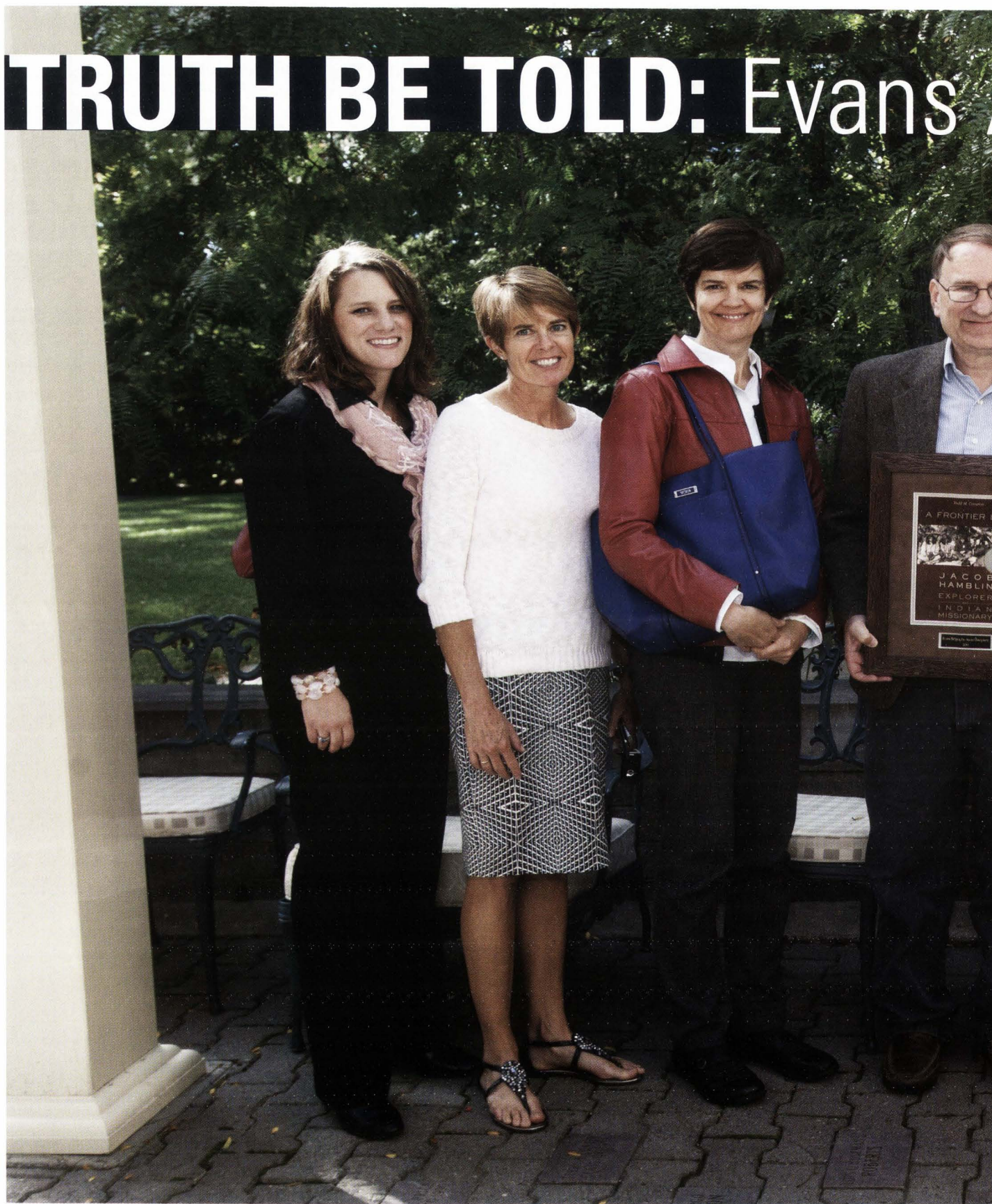
Now, Pederson and Simms hope to secure funds not only to continue research on the Great Gallery panel, but also to use OSL to date some of the hundreds of other examples of BCS rock art. Further research will allow Simms to understand more about how BCS rock art may or may not have changed in response to the many societal upheavals of the millennium between A.D. 1 and the decline of the Fremont era.

"We are trying to use whatever tools we have to portray ancient Native Americans as real people with real lives that were just as complicated, interconnected, and messy as our lives are today," Simms said. "The past is not so much a distant time that we can manufacture and stereotype.

It's really a distant mirror." ■



TRUTH BE TOLD: Evans



Awards Celebrate Biography



Several members of the David Woolley and Beatrice Cannon Evans family attended the 2014 ceremony that honored winners of the Evans Awards endowed by their ancestors. Attending the Awards banquet were (from left) Sarah Johnson, Nancy Peterson, Lark Galli, winners Todd Compton and Evelyn Funda, Vella Evans, and Wayne Evans.

AS A GENRE, BIOGRAPHY MIGHT SEEM TO BE LIMITING

in the most fundamental ways. Given the restrictive scope — one person's lifetime — and artistic boundaries seemingly set by timeline and detail, it might be natural to view biographies as more function than form.

Yet, each year since 1983, the Evans Biography and Handcart Awards have honored outstanding contributions to this often under-appreciated field proving to even the most fiction loving of skeptics that biographies can be both enlightening and artistic.

The Evans Awards were endowed by the family of David Woolley Evans and Beatrice Cannon Evans. Both David and Beatrice Evans were born in 1894. David was an editor, writer, and eventual owner of one of the largest advertising and public relations firms in the western United States. Beatrice was an historian and family genealogist. Both awards named in their honor celebrate the couple's legacy of writing and biography.

Winning authors for works published in 2013 are Todd M. Compton for his biographic work *A Frontier Life: Jacob Hamblin Explorer and Indian Missionary* and Evelyn I. Funda for her autobiographic meditation *Weeds: A Farm Daughter's Lament*.

"This year's winners continue a long tradition of excellence in biographical writing about the people of 'Mormon Country,'" said Patricia Lambert, director of Utah State University's Mountain West Center for Regional Studies, which administers these national book awards. "It's always a difficult decision for our jury, because the stories of individuals and families described in these works are wide-ranging and compelling. In the end it comes down to which volumes represent the finest writing in this genre of American literature."

Submissions for the Evans Biography Award must focus on individuals who spent a significant part of their lives in the Interior West, also known as "Mormon Country," the region historically influenced by Mormon institutions and social practices. Neither the biography's subject nor author need belong to the Mormon faith. Award winners are chosen from biographic works published in the previous year.

The prestigious awards carry cash prizes of \$10,000 for the Evans Biography Award and \$2,500 for the Evans Handcart Award.

LIFE ON THE FRONTIER

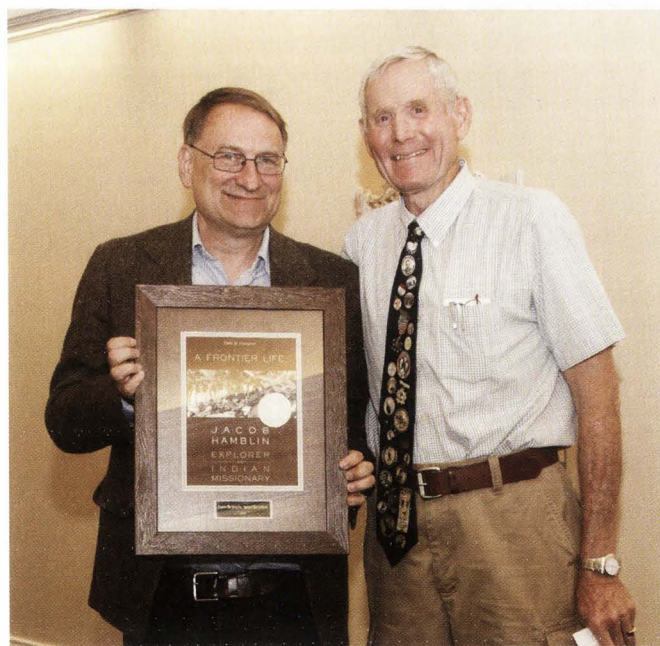
An exhaustive, scholarly biography of Mormon pioneer Jacob Hamblin, Compton's *A Frontier Life* brings serious scholarship to the well-known Mormon pioneer. While previous Hamblin biographies have explored aspects of the life of this Mormon convert, "frontiersman, colonizer, missionary

to the Indians and explorer of the American West," it is the meticulous use of primary sources that uniquely distinguishes Compton's portrayal.

"The author has sculpted a work that leaves us with a persuasive, full-blooded and full-bodied sense of Jacob Hamblin, who has been less known heretofore than his historical roles warrant," noted one Evans Award juror. "This is a volume destined to have a long shelf life."

According to the book's preamble, Jacob Hamblin, who converted to Mormonism in 1842 — only a decade after the founding of the Church — was "one of the most enigmatic figures in Mormon history." Hamblin played key roles in the settling of southern Utah and northern Arizona. He was a missionary, interpreter for John Wesley Powell, and pivotal figure in settler-Indian relations, advocating peaceful resolutions at a time when violent conflicts were prevalent.

Published by the University of Utah Press, *A Frontier Life* fleshes out the character of the man — his trials and triumphs. Though Jacob Hamblin is perhaps best known in relation to the infamous 1857 Mountain Meadows Massacre, Compton's work makes clear that Hamblin served not as participant, but rather as a reporter of these events to Brigham Young and military investigators.



Winner of the Evans Biography Award for a book published in 2013 is Todd Compton (left) for his work *A Frontier Life: Jacob Hamblin Explorer and Indian Missionary*. Richard Sadler (right), Weber State University professor of history, presented Compton his award, which included a plaque and prize of \$10,000.

A Frontier Life is “a magnificent new biography which will immediately become not only the standard biography of Jacob Hamblin, but also one of the greatest biographies in the fields of Mormon and Utah history. Exhaustively researched and documented, and judiciously interpreted...” (Gary Topping, editor, *If I Get Out Alive: World War II Letters and Diaries of William H. McDougall Jr.*).

Dr. Richard Sadler, professor of history at Weber State University and member of the regional Evans Award jury presented the Biography Award to Compton.

The winning author thanked the Evans family for supporting the award.

“I think it says a lot about the Evans family that history and its contributions are their focus, and I’d like to sincerely thank them,” Compton said.

Compton, a graduate of Brigham Young University, holds a PhD in classics from UCLA. Specializing in Mormon history and the classics, Compton’s previous works include *In Sacred Loneliness: The Plural Wives of Joseph Smith* and *Fire and Sword: A History of the Latter-day Saints in Northern Missouri* (coauthored with Leland H. Gentry).

LIFE ON THE FARM

Emerging author Evelyn Funda was awarded this year’s Evans Handcart Award for her volume *Weeds: A Farm Daughter’s Lament*. Funda is an associate professor of English at Utah State University, where she specializes in American literature and teaches courses on American culture, including a popular course on the literature and culture of the American farm.

In her Western family saga, Funda recounts her family history and the inexorable forces and fortunes that tie it to its Idaho farmland. Wild grasses and flowers are the metaphors that link the family to the land and to each other.

Published by the University of Nebraska Press, the tale spans three generations and vividly explores the passion and heartache involved in turning a patch of southern Idaho sagebrush into a cherished family farm. In her thoughtful and thought-provoking work, Funda explores her personal history within the larger context of what is lost as the American dream moves from agrarian ideal to urban urgency.

In the book’s preface, Funda explains the decisive and wrenching events (the sale of the family’s last parcel of farm land and the deaths of both her parents that soon followed) that brought about a reexamination of her immigrant heritage and ties to an agrarian past that fused land and heart into something beautiful, transformational, and touchingly inescapable.

“Funda writes about farming, family, love, and loss with the ear of a poet and the eye of a scholar,” according to Kim



Winner of the Evans Handcart Award for a book published in 2013 is Evelyn Funda (left), Utah State University professor of English. Susan Rugh, history professor at Brigham Young University, presented Funda her award, which included a plaque and prize of \$2,500.

Barnes, author of *In the Kingdom of Men*. “*Weeds* is a soulful, intelligent reexamination of what it means to be an orphaned daughter of the American Dream.”

Evans regional jury member and Professor of History at Brigham Young University Dr. Susan Rugh presented the Evans Handcart award to winner Funda, who spoke briefly before reading from her work.

“I really want to thank the Evans family because it takes a certain vision to see the value of a really unique mix of expectations for this award,” Funda said. “[Those expectations are] history, as well as good writing, as well as good research, as well as biography. That mix is pretty unique and there aren’t very many awards that recognize even two of those four kinds of things.”

Part cultural history, part memoir, and part elegy, *Weeds: A Farm Daughter’s Lament* serves to remind that “in losing our attachment to the land we also lose some of our humanity and something at the very heart of our identity as a nation.”

FAMILY AFFAIR

Three generations of Evans family members attended the 2014 Evans Awards ceremonies held at Utah State University’s

MADE IN UTAH - Continued from pg 26

All three of the men said learning English was a major motivation for coming to the United States in general and USU's IELI program in particular.

"When I worked for a Swiss pharmaceutical company in Japan, my English conversation skills were needed to talk with my counterpart in Switzerland," said Murakami. "I believe my experience studying at USU has absolutely helped me in my career."

Saburou Yamasaki's experience with the English language also has been helpful in his shoe business he said. However, he believes his experiences at USU helped in a broader sense as well.

"At USU I believe I gained a global point of view," he said. "I learned ideas that were not just Japanese, but also from the USA and other countries. For the first time, I could see Japan from the outside. USU gave me chances to think about new ideas and I've worked my business with these ideas."

With such positive experiences, it's no wonder Murakami, Kitamura, and Yamasaki all say they would highly recommend the study abroad experience for today's young Japanese students. But beyond that recommendation, the men also suggest and invite current and future USU students to consider a study abroad experience in Japan.

"Come to Japan and stay in the countryside," Kitamura said. "People are so friendly and you can find real Japanese mindset and culture there."

Yamasaki said Japan welcomes American students with open arms.

"Please come to Japan not only as a student, but also as a traveler," he said. "You can choose unique subjects at universities in Japan and this travel will be a good opportunity to understand Japan and we Japanese."

Yet, despite their obvious love and pride for their native land, all three say Logan is a special place, full of special people and special experiences that they loved and now often miss.

"One fall morning I was watching students hurrying to classes from my dorm window of what was then called East High Rise," Kitamura recalled. "The sky was so blue and the mountains looked so close and I could see a far distance to the north. I had never seen such a wonderful moment."

Many such wonderful moments continue to be treasured by international students who have studied at USU and many similar moving memories are shared by and waiting for USU students who choose to study abroad. ■

EVANS AWARDS - Continued from pg 43

Haight Alumni Center in October. Lambert introduced the awards and their recipients during an elegant luncheon.

College of Humanities and Social Sciences Dean John C. Allen also helped present the awards and welcomed attendees and guests during the event.

"There are those out there in the world who say that books are dying," Dean Allen said. "I think what's taking place here today, a celebration of biography and writers who are putting their souls into books, is a good argument that that is not the case."

Following the ceremony, many in attendance lingered to have copies of the winning works signed by the authors.

A national jury selects the Evans Biography Award winner, while a regional jury selects the Evans Handcart winner. Last year, 24 titles were submitted to the Evans Awards. The Evans Awards call for entries for books published in 2014 has already begun and will end February 15, 2015.

Previous authors who have received Evans Awards include Leonard Arrington, Levi Peterson, Terry Tempest Williams, Scott R. Christensen, and Ripley Hugo. ■

THANKS, HELP, AND SUPPORT

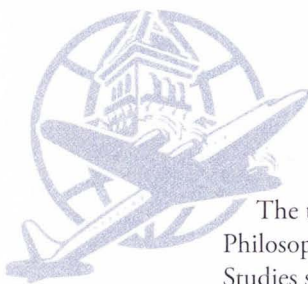
As a result of generous support from the CHaSS Development Board, as well as hundreds of donors throughout the world, students are being provided life-changing experiences. From a variety of international initiatives to local community service and outreach, CHaSS students are making significant contributions in society, while solidifying their educations and strengthening their futures.

The college works with the Development Board to accomplish three objectives:

(1) to provide students with needed scholarship funds, (2) to enhance a student's experience by providing new opportunities to apply their skills in society, and (3) to support students and faculty by securing funding for needed facilities.

We invite you to join the Development Board in supporting one of these three priorities. Every dollar raised will directly benefit students within the college. As you read the inspiring stories shared in this issue of *Liberalis*, I hope you considered how you can support the future of the College of Humanities and Social Sciences. For more information, please call 435-797-1195.

The COLLEGE of HUMANITIES and SOCIAL SCIENCES



60

The total number of Languages, Philosophy, and Communication Studies students involved in **2014 STUDY ABROAD** in Spain, Jordan, France, and China.

BY THE NUMBERS

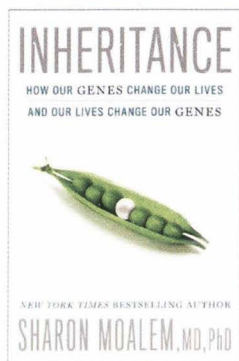
45

The number of \$1,000 Scholarships the **POLITICAL SCIENCE** department this year expects to award to newly declared Political Science majors.

\$1,000's

4.5

The average number of stars awarded by **AMAZON** reviewers for the book *Inheritance* written by geneticist Sharon Moalem with CHaSS assistant professor **MATTHEW LAPLANTE**.



100

The percentage of **USU CHaSS BROADCASTING MAJORS** placed in jobs following graduation in 2014.

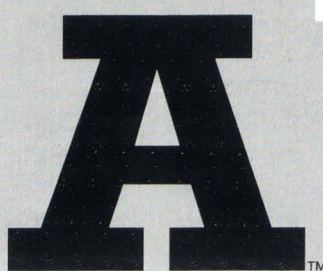
88

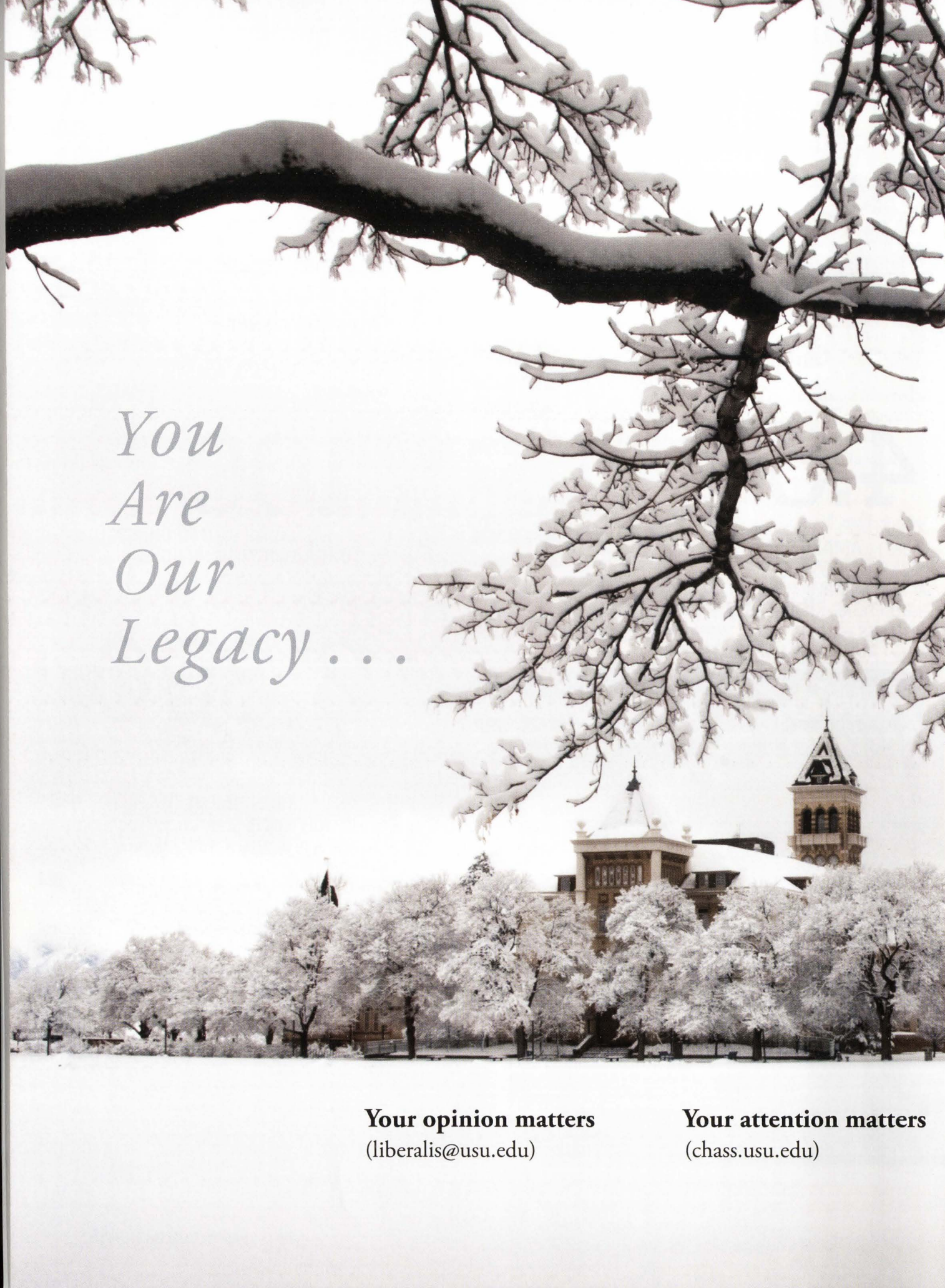
The number of **MASTER OF SOCIAL WORK** students at eight sites throughout Utah, where federal funding helps support university/agency training partnership.



2,300

The number of households in Cache, Salt Lake, and Heber valleys interviewed by CHaSS professors **DOUGLAS JACKSON-SMITH** and **COURTNEY FLINT** (with students) for an in-depth water use and perspectives survey. Results will inform **GOV. GARY HERBERT'S** Water Task Force, municipalities, and others throughout the state. ■





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